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ABSTRACT

This research paper critiques the philosophical basis, developmental appropriateness, and effectiveness of a school honor system and questions whether a school honor system is still an appropriate tool for character instruction in the twenty-first century. Characteristics which induce a subculture of academic deceit, as well as attributes which can promote academic integrity are discussed. Sections of the paper include: (1) "Preface"; (2) "Social Factors Influencing Cheating"; (3) "Curricular Factors Influencing Cheating Behavior"; (4) "Defining Academic Integrity"; (5) "Peer Influences in Establishing Community Values"; (6) "The Teacher and Academic Integrity"; (7) "The School Ethos and Academic Integrity"; (8) "Revisiting Moral Education"; and (9) "Illustrations of (Possible) Cheating Behavior." Newspaper articles on high school cheating and school honor codes are appended. (Contains a 37-item bibliography.) (EH)

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Is The Honor Code A Solution To The Cheating Epidemic?

Gary J. Niels
Klingenstein Fellow
Spring 1996

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Acknowledgements

My 1995 - 1996 Klingenstein Fellowship year at Teachers College Columbia University has been the most refreshing and stimulating professional experience of my career. I am deeply grateful to Saint Andrew's School for supporting me in this venture. The Reverend George Andrews, the Head of Saint Andrew's School, in particular, was an advocate and I am professionally indebted to him for enabling me to pursue this endeavor. My thanks also goes to the Klingenstein Foundation for their generous support. I hope that in the future I will prove myself worthy of their investment. Professor Pearl Kane, the Director of the Klingenstein Center, has been an inspiration. Professor Kane is a tireless teacher/educator who deeply cares about the issues of education; moreover, I am grateful for her backing throughout this year.

Finally, the one person above all others who enabled the Klingenstein Fellowship year to happen was my wife, Susan. Susan encouraged this adventure from day one and optimistically made the very best of a year in cramped "married family housing," as well as the Teachers College schedule of classes which brought me out of the home during the most challenging time of a family's day - dinner time and bed time. Susan has been the Unsung Hero of my Klingenstein Fellowship

THE JOSEPH KLINGENSTEIN FELLOWS
APPLICANT'S PROGRAM PLAN

Applicant's Name GARY JOHN NIELS

***My Proposed Project And Course of Study*:**
To critique the philosophical basis, developmental appropriateness, and effectiveness of a school Honor System. Is it still an appropriate tool for character instruction in the twenty-first century?.

Six years ago, I announced to our school community that the Headmaster and I were supporting the initiatives of two students and instituting a student-led Honor System. In my first few months as the new Dean of Students, I had been deeply dismayed by the number of blatant and unconscionable episodes of forged "parental notes," copied homework assignments, disguised phone calls (allegedly from parents) granting weekend permissions , and even episodes of students (and rumors of parents) telling bald-faced lies.

I had recently moved to Saint Andrew's School from a reputable Virginian school, where well-heeled boys instinctively reported violations, occasionally even those committed by their best friends and roommates. I had never previously known of such obedience to honor. Frankly, I was frightened by the severity of it, but this fear was suppressed by the constant rhetoric about the Code's sacredness and by the realization that trust - the fruit of the Code - permeated the campus . Moreover, my old school's proximity to reputable universities with prominent Honor Codes of their own fueled the campus-wide devotion to honor.

Saint Andrew's was not blessed with such natural resources. Boca Raton, settled by some real estate speculators and developed upon principles of paradise and pleasure, had recently been dubbed the "white collar capital of crime." Saint Andrew's School had been founded with an Honor System; an early school publication read:

> We expect all boys to be gentlemen, living up to their word of honor and observing the common amenities expected of young men of high standards. Every boy is on his honor always to tell the truth, to avoid cheating and stealing and to be on guard that these principles are observed throughout the life of the School.

Nevertheless, what may have begun as a "system" had, by neglect, simply melded into the assumptions of the community. More recently, Saint Andrew's had been through some difficult administrative years, and students had grown accustomed to the fact that there was little accountability for aberrant behavior. Such was the setting in which we instituted our Honor System.

Today, six years later, after the publication of an *Honor Handbook*, the integration of our Code into the School's literature, easily identifiable "Pledge" reminders posted in all classrooms, a more effective student orientation to the Code, a well-developed Honor Board selection and training process, the publication of an article in the National Association of Episcopal Schools Handbook, a workshop offered at the Florida Council of Independent Schools Convention, some local publicity in newspapers, and with the aid of some respected colleagues who share my passion for a community of truthfulness and trust, I struggle with questions about the Code's ability to adapt to modern dilemmas and our student's potential to embrace

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Students today are under more pressure than ever to succeed. College placement is no longer a means to an end, but is an end in itself. Old virtues now sound empty, hollow and other worldly. Can an "Honor System" adapt itself to this new world order?

- Survival in a complex and threatening world is a legitimate and worthy consideration. How can young people be persuaded of the theological, psychological, and sociological benefits of truthfulness? What are these theological, psychological and sociological benefits?

- The outcomes of recently publicized legal battles have revealed a new peculiarity to our thinking - the "no-fault" society or "the abuse-excuse" culture. These clichés describe an apparent unwillingness to accept responsibility for personal wrong. How can schools be more effective at communicating the responsibilities of attending a school with an Honor System?

- Since friendship, however fleeting, is the strongest priority of most teenagers, should/can a code of conduct for teenagers call upon them to go against these instincts and report or judge a peer for cheating?

- What happens when school ethics clash with the values of students from families who do not share these values? Which values win out?

- Are Honor Systems effective only where long traditions of their existence and the cultural mores of the school support their continuation?

In my coursework I wish to pursue issues of character formation in adolescence. Recent writings on adolescent character education (i.e., Thomas Lickona, William Kilpatrick, Grant P. Wiggins, etc.) will enable me to confront the realities of modern ethics education. Character formation from a theological perspective would also be beneficial. This would mean study in Ethics (possibly at Union). Sociology plays an important role in the study and implementation of Honor Systems, as well. As mentioned above, are Honor Codes most effective in regions of the country or places where cultural mores strongly endorse honesty? Finally, there are psychological issues. "Trust" is one of the chief goals of an Honor System. Yet, given the adolescent propensity to question authority and experiment, how can trust be nurtured in young people?

New York City provides an ideal backdrop for this study since it is highly pluralistic and viewed by some as at least amoral, if not immoral. What are local schools (public and private) doing to teach honesty, and how is trust nurtured in such a challenging urban environment? I would consult with local school leaders and describe to them the workings of an Honor System. Would a student-initiated and student-led system work in their school culture? What might students think?

I feel this is a timely study. Historically, many schools have relied upon an Honor System as a formal expression of character development. However, the shifting sands of our cultural assumptions and attitudes have placed enormous stress on the formal Honor System. This proposal enables me to study, digest and integrate the latest thinking on character education and to test the assumptions, structure and implementation of an Honor System against these new theories and findings. I hope to draw conclusions about the effectiveness of an Honor System for character education and to offer suggestions for adaptations to the traditional Honor System. I appreciate your consideration of this proposal.

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Preface

In recent years, studies have indicated that there is an alarming increase in cheating behavior among students. In the past, it would have been easy to dismiss these reports as isolated or to look with condescension on a school which had permitted cheating to get so out of control, but not anymore. Newspaper headlines attest to the extensiveness of the problem:

"Students Make The Grade When Subject Is Cheating"
- *Detroit News*, January 23, 1996

"Rise In Cheating Called Response To Fall In Values"
- *USA Today*, August 2, 1995

"Plagiarism Is Rampant, A Survey Finds"
- *New York Times*, April 1, 1990

"4 of 5 Students Admit Cheating"
- Ft. Lauderdale *Sun-Sentinel*, October 23, 1993

"Study Says Cheating Has Replaced the 3R's"
- *Chicago Tribune*, November 13, 1992

"Cheating Isn't New, But Now It's A Way Of Life"
- *Los Angeles Times*, January 30, 1992

"Cheating by Police Alleged on Police Exams"
- *Boston Globe*, April 22, 1989

"Cheating Shocks Pop Warner Nationally"
- *Boston Globe*, October 28, 1990

This study was motivated by my belief that cheating in our schools (and in our society) threatens our social fabric and consequently, educators must seek to understand the determining factors, and the possible solutions. As well, it was my impression that school honor codes were not deterring cheating among

students. Although honor codes often encompass more extensive behavior, my research became limited to academic cheating, and plagiarism. The wider the definition of honor the more difficult it is to consider the factors which cause and deter the behavior. Consequently, I specifically chose to limit my research to issues of academic integrity.

Initially, I assumed that the decline in student values was the sole reason for the reported rise in cheating behavior. My goal was to contribute to the dialogue on values education, particularly in the private secondary school community. As I set out to understand the causes of cheating and the role which school honor codes played in deterring academic dishonesty, it became apparent from my studies that even though most students believed that cheating was wrong, cheating behavior was often induced by contextual factors. Robert Wicklund, a social psychologist from the University of Texas at Austin, explains that in contrast to my initial assumption, behavior is not always motivated by ethical beliefs:

> Psychologists are fond of thinking that humans have internalized a great many of their values and that our behaviors, especially in the moral sphere are dictated by these internalized values. Psychologists are sometimes right, but at the same time it is easy to point to instances in which values seem to have no bearing on behavior.[1]

One of the most compelling studies which influenced my growing perspective was the comprehensive study on cheating behavior among children, conducted by two Yale psychologists, Hugh Hartshorne and Mark May. The Character Education Inquiry gave approximately 10,000 children opportunities to

[1] S. G. West and R.A. Wicklund, "Self-Awareness Theory," in *A Primer of Social Psychological Theories* (California: Brooks/Cole, 1980), 176.

lie, cheat and steal in activities as varied as classroom work, home duties, party games and athletic contests. In spite of the consistency of their self-reported opinions, the inconsistency of the children's responses was striking. This conclusion led Hartshorne and May to develop their theory of "specificity," which posited that honest or dishonest behavior is largely determined by circumstances.[2]

Diner and Wallbom also sought to test the relationship between stated beliefs and behavior. Each subject was given a test and instructed to stop working after a 5-minute timer bell had rung. The subjects were then left alone. As it was a test of speed, the students could gain an advantage by working beyond the time limit - that is, by cheating. The results gave further evidence that moral beliefs were not strong determinants of moral behavior: 71% of the students who were tested under the standard individual testing procedure cheated.[3]

I concluded based on these and other studies that moral education was not the sole determinant of ethical behavior in students. Rather, these studies persuaded me that the presence of certain characteristics in a school's community prompts cheating behavior among students, regardless of whether an honor code existed. Nevertheless, an honor code could effectively deter cheating if it interacted with other more positive community traits.[4]

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[2] Walter Mischel, *Personality and Assessment* (New York: John Wiley and Sons Inc, 1968), 24.

[3] West & Wicklund, 176

[4] See W. G. Cambell, *A Comparative Investigation of Students Under An Honor System an a Proctor System in the Same Unversity*, (Los Angeles: University of Southern California Press), 1935. Also, R. Canning, "Does An Honor System Reduce Classroom Cheating? An Experimental Answer," *Journal of Experimental Education* 24 (1956):

This paper seeks to define those characteristics which induce a sub-culture of academic deceit, as well as those attributes which can promote academic integrity. This is not to suggest that cheating is solely a phenomenon of context. Each school must choose those values which it considers most cherished and those values must be taught and reinforced by the interactions, practices, policies, procedures and literature of the community. Finally, in choosing to emphasize the contextual forces at work in cheating behavior, I in no way wish to minimize the student's personal responsibility in choosing to cheat or not to cheat. Ultimately, this is an individual's choice.

Social Factors Influencing Cheating

In the last decade our economy has undergone dramatic changes. "Down-sizing" and economic uncertainties have created a sense of instability. Christopher Lasch observed that "competition (in the business community) now centers, not so much on the desire to excel, as on the struggle to avoid crushing defeat."[5] These pressures are felt among young people, as well. In a recent article on academic pressure among New York City's private schools, Ralph Gardner observed that:

> the grueling (academic) competition has left teenagers, at an age when their idealism and sense of opportunity should be sparkling,

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291-296. And, J. W. Bowers, *Student Dishonesty and Its Control in College*, (New York: Bureau of Applied Social Research, Columbia University, 1964); cited in Donald L. McCabe, "Faculty Responses To Academic Dishonesty: The Influence Of Student Honor Codes," *Research In Higher Education* 34, no. 5, (1993): 649-650.

[5] Christopher Lasch, *The Minimal Self: Psychic Survival In Troubled Times* (New York: Norton, 1984), 72.

> cynical and pessimistic about their future. Rather than rejoicing in the freedom and adventure that college promised even a decade or two ago, they're worried about what's going to happen to them after they graduate.[6]

Academic achievement has become a high stakes competition. Jon S. Katzman, president of Princeton Review, an organization which prepares students to take standardized tests, believes that, "ten years ago students were stressed because they wanted to be the winner. Now they are stressed because they don't want to be the loser."[7]

These fears are reflected in the college admission process. Whereas most high school students used to apply to four or five colleges, today most apply to more than ten. While the number of high school students has remained stable, the number of applicants has risen by at least 50% in the last decade.[8] Presumably, students feel that by applying to more colleges they stand a better chance of being accepted somewhere.

Children of the wealthy bear burdens, as well. In a study on adolescents and alienation done by Raymond Calabrese and John Cochran, it was observed that "affluent adolescents confront intense pressure to succeed, reflect the success image of their parents and maintain an affluent status."[9] These

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[6] Ralph Gardner, Jr., "Give Me Harvard or Give Me Death," *New York Magazine*, 18 March 1996, 33.

[7] "Record Number of Applicants Are Reported by the Top Colleges," *New York Times*, 18 February 1996.

[8] Ibid.

[9] Raymond L. Calabrese and John T. Cochran, "The Relationship Of Alienation To Cheating Among A Sample Of American Adolescents," *Journal of Research and Development in Education* 23, no. 2 (Winter 1990): 65 .

privileged young people believe that they must choose occupations which befit their social status and they must earn an income which enables them to maintain a lifestyle equivalent to their parents. At times, they doubt whether these expectations take into account their own interests and desires. These pressures make the affluent adolescent susceptible to feelings of alienation, a desire to withdraw from anxiety producing expectations.[10]

The potential for alienation increases when the adolescent runs the risk of failure at an important undertaking. When this occurs, the child begins to consider alternative means by which to succeed. In studies done in each decade over the last thirty years, "fear of failure" and "parents demanding good grades" were consistently scored by students among the top five reasons for cheating.[11] Cheating is an example of a type of "anti-social" behavior which affluent adolescents may pursue in an attempt to please their parents and maintain the "success image."

Interestingly, students often perceive the school to be an accomplice in the message that "success" is the preferred value. Situated as they are in the marketplace and vulnerable to the winds of consumerism, independent schools market themselves to families who are willing to pay the high-priced tuition. Consequently, independent schools feel the need to fulfill the expectations of their wealthy constituents. One mother whose daughter was attending a well-regarded independent school said, "Once you're in a (secondary) school that has

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[10] Ibid., 65, 66

[11] Fred Schab, "Schooling Without Learning: Thirty Years of Cheating in High School," *Adolescence* 26, no.104 (Winter 1991): 840

a reputation, you have a high expectation." And the father added, "They should be able to get (my daughter) into any institution in the world."[12]

Schools inevitably reflect the values of their constituents. Often without being aware of it, a school can perpetuate a success-is-the-highest-value mentality. In a dramatic illustration of such a climate, one student at a highly regarded secondary school in a wealthy suburb vividly described his feelings in an anonymous letter to a local newspaper:

> . . . priding itself on being a great prep school, they have created a hellish atmosphere. The past year three to five students have tried to kill themselves and at least four students (that I know of) were institutionalized for mental problems. . . Most of these problems were due to unbearable pressure. This pressure is evident in many facets of the school. What people do for good grades is unbelievable. Obviously, there is much cheating at (school name). As an aware student, I approximate that 95% of the students will cheat without guilt whenever they need something. This habit is something that is taught to them by the school, not dissuaded at all. . .[13]

Are schools unconsciously promulgating the notion that a student's worth is synonymous with achievement? Calabrese and Cochran, the authors of the alienation study, believe that private schools unintentionally promote an ethic which might not be consistent with their stated values:

> In this study, it is ironic that those students who were more prone to cheat attend a private religious school whose stated mission is to provide a value structure that clearly delineates right from wrong. It

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[12] Gardner. 33

[13] Lawrence Kohlberg. "The Just Community Approach to Moral Education in Theory and Practice," in *Moral Education: Theory and Application*, ed. Marvin Berkowitz and Fritz Oser (Hillsdale, New Jersey: Erlbaum Associates,1985), 61.

would appear that private religious schools need to come to grips with their mission.[14]

Curricular Factors Influencing Cheating Behavior

Educators must consider whether the school curriculum contains characteristics which promotes cheating behavior. Many teachers, for example, feel that it is necessary to "cover" all the important topics in their discipline. Often this results in a rapid-fire survey of dates, facts, people, and events.[15] Too much material is covered in too short a time. No doubt, the motives for covering everything of importance are worthy. Howard Gardner has said, "We would all like, as Renaissance men and women, to know everything, or at least believe in the potential of knowing everything, but that ideal is clearly not possible anymore."[16] Attempting to cover everything of importance has little lasting effect; the facts are quickly forgotten and the material often seems irrelevant.

In a study of 6,000 students from 31 colleges and universities, respondents indicated that Business and Engineering courses had the highest rates of cheating. The reasons given by students were the objective (fact-based) nature of the tests and the "bottom-line mentality."[17] Jacqueline Grennon-Brooks sees a correlation between cheating and this type of curriculum:

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[14]Calabrese and Cochran, 70.

[15] Grant Wiggins, "The Futility of Trying To Teach Everything Of Importance." *Educational Leadership* (Alexandria, VA:ASCD, November 1989): 44 - 59.

[16] Howard Gardner, *Frames of Mind: The Theory of Multiple Intelligences* (New York: Basic Books, 1983), 10.

[17] Reported by Donald McCabe during a "National Teleconference Addressing Issues of Academic Dishonesty" from Bowling Green State University (29 September 1995).

> . . . schools have somehow subordinated the formation of concepts and the building of ideas to high-stakes games of 'right' and 'wrong' answers that produce winners and losers. The system itself gives students the message that it's better to be 'right' than to have interesting ideas. Faced with this sort of pressure, many students - 97% by their own acknowledgment, more than most people in our community expected - choose to copy. We're not condoning cheating, but we do think it's important for educators to explore the dynamics of a system that places so much emphasis on 'rightness' and 'wrongness'.[18]

In addition to the propensity to emphasize coverage, the educational system is prone to evaluate students by comparison. Class ranking, national and local percentile rankings on standardized test scores, curve grading, grade point averages, valedictorian and salutatorian are all measures of performance-based on competition. Certainly, competition is part of the academic system, but are schools unnecessarily promoting comparisons between students? That the education system selects and sorts is obvious, but many school practices exacerbate student competition and thus promote cheating.

On 29 June 1992 the *Wall Street Journal* published a troubling account of threats, accusations, strife and anger among students, parents, teachers and administrators at Taylor Allderdice High School, one of the finest secondary schools in an affluent suburb of Pittsburgh. The account was a chronicle of a community's rage over student cheating and a school's unconscious promotion of cheating behavior. In the course of the investigation, five seniors described cheating they had witnessed in their various courses:

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[18] Jacqueline Grennon-Brooks and Martin G. Brooks, *The Case For The Constructivist Classroom* (Alexandria, VA: ASCD, 1993), 67

- **Accounting**: Students paid money for other students' homework.

- **Chemistry 1**: Students programmed multiple-choice answers into their calculators and passed them on to students in the next class.

- **Chemistry 1 PSP** (Pittsburgh Scholars Program): Students would pass notes with the answers in class and students in later periods would have cheat sheets with the answers.

- **French 3**: Students who take make-ups in class easily received the answers from other students.

- **Geometry**: Students would tell each other the answers to the problems while taking the test.

- **Physics 1**: Since the tests were "open book," students would copy the answers into their books and give the material to later classes.

- **Spanish 2**: Students would have their books open during the test.

- **US History AP**: When the teacher came late to a test, students ran up to the desk and copied answers from the answer sheet.

- Labs, reports, test and notes from other years were readily sold.[19]

Students at Taylor Allderdice High School spoke of the intensely competitive atmosphere. Some of this competition was the result of familial expectations. However, both the existence and absence of specific school policies fostered a climate which allowed the cheating to percolate. An example of this was the bi-annual posting of class ranks and grade point averages which were carried out to the fourth decimal point. According to the teachers at Taylor

[19] Gary Putka, "A Cheating Epidemic At A Top High School Teaches Sad Lessons," *Wall Street Journal*, 29 June 1992, A:1.

Allderdice, "For many students, grades, class rank, and other totems became more sought after than learning."[20]

In his book, *No Contest*, Alfie Kohn refers to the American propensity to see "abuses," such as cheating, as an individual's problem, rather than to consider "structural explanations for problems."[21] Kohn believes that a "structural imperative to beat others, invites the use of any means available." Arthur Combs expressed a similar sentiment when he said that, "although it begins with the laudable aim of encouraging production, competition quickly breaks down to the struggle to win at any price."[22]

Although, American culture is by nature highly competitive and individualized, it is possible to alleviate excess competition among students in our schools. Some schools have done this by refocusing the educational process away from ranking and on to learning. Approximately ten years ago, Theodore Sizer, the former Head of Phillips Exeter Academy, began a movement among secondary schools called the Coalition For Essential Schools. In a democracy, says Sizer, all citizens must be able to use their minds well and must be able to function thoughtfully. To get students to be thoughtful citizens is one of the primary goals of the Coalition. The following are some of the common characteristics which define the Coalition For Essential Schools:

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[20] Putka. A4. 1

[21] Alfie Kohn. *No Contest: The Case Against Competition* (Boston: Houghton Mifflin Co., 1986), 161.

[22] Arthur W. Combs. *Myths In Education* (Boston: Allyn and Bacon. 1979), 167. cited in Kohn, 162.

- The Essential school should focus on helping adolescents learn to use their minds. The school curriculum should not attempt to be comprehensive.

- The aphorism "less is more" should dominate. The school's goals should be simple: that each student master a limited number of skills and areas of knowledge.

- The school's goals should apply to all students, although the means to these goals will vary as those students themselves vary.

- Teaching and learning should be personalized to the maximum feasible extent.

- The governing practical metaphor of the school should be the student as worker, rather than the more familiar metaphor of teacher as deliverer of instructional services. The prominent pedagogy will be coaching to provoke students to learn and thus teach themselves.

- The diploma should be awarded upon successful demonstration of mastery for graduation - an "exhibition." This exhibition by the student will demonstrate his or her grasp of the central skills and knowledge of the school's program. The diploma is awarded when earned.

- The tone of the school should stress values of unanxious expectation.[23]

When recently asked about cheating behavior among students in Coalition Schools, Dr. Sizer answered, "It's impossible."[24] Although he was referring primarily to the fact that students' could not cheat because they are required to demonstrate their learning, other characteristics of the Coalition's

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[23] Theodore R. Sizer, "Diverse Practice, Shared Ideas: The Essential School," in *Reorganizing For Learning: Toward the 21st Century*, ed. Herbert J. Walberg and John Lane (Reston, VA: National Association of Secondary School Principals. 1984).

[24] I asked Dr. Sizer this question when he visited Teachers College on 26 February 1996.

curriculum are deterrents to cheating, as well. Built upon the characteristics of "unanxious expectation," "less is more," "personalized learning," and "the student as worker," the Coalition's approach also takes away the motive to cheat. Students in Coalition Schools report a much higher motivation in their school work, a clear understanding of the relevance of the material studied, and a close accountability for learning by their teachers.

Although there are fine independent schools among the membership rolls of the Coalition, not all independent schools will wish to adopt all the characteristics of the Coalition Schools. Nevertheless, independent schools can learn a great deal from the Coalition's approach to teaching and learning. Independent schools could be less teacher-centered, for example. Giving students more opportunities to explore their interests and work cooperatively in group research teams are just a couple of the methods worth pursuing. As well, who can say whether allowing students to interact more thoroughly with fewer concepts, works of literature or periods of history is less intellectually rigorous than surveying a wide breadth of material superficially? Having students demonstrate their comprehension of the material in a variety of expressions is no less valid than continually measuring students' performance with pencil and paper tests. And lastly, when traditionally fragmented disciplines are joined together in co-curricular courses or interdisciplinary courses, students begin to see the connections between events in history, facts, concepts, and movements. Seeing connections is more cognitively engaging, which makes students less tempted to look for academic shortcuts. This makes the learning experience that much more effective and relevant.

In addition, to considering the characteristics of the Coalition's curriculum, schools can conceive of ways of addressing the excess competition which exists in American schools. In one of the few studies done on cheating behavior in a

cross-cultural setting, Ellis Evans, Delores Craig and Gerd Mietzel determine that German students attending Gymnasium indicate significantly less cheating behavior than United States and Costa Rican students.[25] The authors conclude that:

> If a more cooperative orientation to academics exists in Gymnasium schools, coupled with an evaluation system not as strongly driven by comparative achievement standards (as curve grading), we should expect the cheating behavior to be less salient than, say, in typical American classrooms where students compete more individually for grades.[26]

Collaboration encourages cooperation, and cooperation not only teaches important social skills, but also deters competitiveness, which is known to be one of the most commonly cited causes of cheating.

The Urban School of San Francisco, a coeducational secondary school of 230 students, has taken the concern about the unhealthiness of student competition seriously. Grades at the Urban School are recorded and transcripts maintained for purposes of college admissions, but students and parents do not see them. Instead, they receive narrative evaluations every six weeks. The school calendar is divided into three 12-week trimesters. The mission is to "ignite a passion for learning and to inspire students to become self-motivated, enthusiastic participants in their education." The Urban School does not believe that grades provide a good source of long-term motivation for learning. The competition between students for grades, the School believes, diminishes

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[25] Ellis D. Evans, Delores Craig, and Gerd Mietzel, "Adolescents' Cognitions and Attributions for Academic Cheating: A Cross National Study," A paper presented at the Biennial Meeting of the Society for Research in Child Development (Seattle, WA, 18 - 20 April 1991). ERIC Reproduction Document: ED335612.

[26] Ibid., 22

interest in learning itself. Finally, the Urban School does not give any awards or prizes during the year or at graduation and does not have an honor roll. "Although a compromise, our grading policy is effective and does reduce the level of academic competition between students," says Mark Salskind, a teacher at the Urban School. "We make every effort to get students engaged in what they are learning for authentic reasons."[27]

Generally, schools are reluctant to consider change, especially when students seem to be graduating to well-regarded colleges. Sometimes, however, when it is obvious that a problem exists, schools will consider adaptations. Today, there are alarming statistics regarding student willingness to engage in self-centered and unethical behavior. For the student, most cheating begins in high school, and continues or increases in college. Moreover, the cheating behavior continues into the graduate's professional career. For example, it was recently learned that most business executives are willing to commit fraud in order to advance their own careers.[28] Schools must act to halt this downward ethical spiral. One way to do this is to consider adaptations in teaching methods which would make use of more student-centered learning, cooperative studies, alternative forms of assessment, and applications of knowledge. Complemented with the traditional approaches to teaching long embraced by independent schools, these alterations will thwart cheating behavior and may even enhance the learning process.

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[27] I wish to thank Mark Salskind for informing me about the Urban School of San Francisco's policies over the ISED List Serve.

[28] Dawn Blalock, "For Many Executives, Ethics Appears To Be Write Off," *Wall Street Journal*, 26 March 1996, C1.

Defining Academic Integrity

Academic integrity is ethical behavior most visibly expressed by respecting the value of words, thoughts, images and ideas; as well, it includes an understanding of the principles of ownership with respect to words, thoughts, and ideas. Schools are places where ideas and creativity are highly valued. Words and symbols are the means by which these processes are expressed. Dean Kathleen Deignan, associate dean of students at Princeton University, made this point while visiting one independent school. "Just as money is the stock and trade of the investor or entrepreneur, so words are the stock and trade of the educator. They are not something to be taken lightly."[29]

We express the sacredness of words and symbols when we emphasize the study of great works of art, history, literature, mathematics, religion and science. Harold Bloom's book, *The Western Canon*, underscored this point when it borrowed the theological term "canon" to highlight the significance of notable western literature.[30] Historically, the Christian church has referred to the Canon exclusively as that corpus of works which has been believed to be Divinely inspired, otherwise known as *Scripture*.

In order to respect works of literature and assign ownership to them the wisdom of the ages has handed down to us an assumed code of ethics and a system of notations and citations. Unfortunately, many students are ignorant of the guidelines pertaining to academic integrity and even when they do

[29] Daniel R. Heishman, "Is There Anything More Important Than Honor," *St. Alban's Bulletin* (Spring 1995), 18

[30] Harold Bloom, *The Western Canon: The Books and School of the Ages* (New York: Harcourt, Brace and Javonovich, 1994).

understand they attribute differing values to their importance. In "*Student Cheating In High School: A Case of Moral Reasoning vs. 'Fuzzy Logic'*, " a study by Rose McLaughlin and Steven Ross, students were asked to identify the seriousness of different types of academic dishonesty. The number 5 equals most serious and 0 equals not serious:[31]

	Behavior	Serious
1	Copying someone else's homework or term paper	3.9
2	Copying during an exam	3.6
3	Looking at notes during a test	3.3
4	Writing a report for someone	3.3
5	Allowing another student to copy an answer	3.2
6	Arranging to give or receive answers by signals	3.1
7	Finding a copy of an exam in the trash and memorizing the answers	2.9
8	Asking someone for a test answer	2.8
9	Giving someone a test answer	2.8
10	Getting answers from someone who has already taken the test	2.4
11	Allowing someone to copy homework	2.1
12	Using old test papers as a study guide	1.8
13	Copying an answer left by mistake on the chalkboard	1.6
14	Using old test papers that the teacher provides as a study guide	1.5
15	Using memory devices, not written, as an aid to answer test question	1.5
16	Studying notes taken by someone else	1.4

Although it is difficult to discern a pattern in these scores, the most important conclusion of the study was the discovery that generally the less serious a behavior was judged by students, the more likely they were to view it as acceptable and the more commonly they engaged in it.[32]

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[31] Rose D. McLaughlin and Steven M. Rose, "Student Cheating in High School: A Case of Moral Reasoning vs. 'Fuzzy Logic'," in *The High School Journal* (February/March 1989), 100.

[32] Ibid., 97.

Ellis Evans and Delores Craig also uncovered student misunderstandings about cheating behavior. For example, "student exchange of test information" (between periods) and "intentional absence from a scheduled test without a legitimate reason" were not considered inappropriate. It was also learned that plagiarism was widely misunderstood among students. Paraphrasing another author's work without any type of crediting was not identified by many students as a form of academic dishonesty.[33] This data points to the need for more education on the definitions of cheating, a systematic training about the mechanics of referencing and explanations as to why the different types of cheating are wrong.

In Florida, a high school teacher came to the conclusion that her students were unable to tell right from wrong with regards to a variety of academic integrity issues. Almost half the students surveyed, for example, believed that it was not wrong to let a friend copy homework. Forty six percent of the students said it is okay to copy when a test is too difficult. Forty seven percent said it is okay to copy when a test is unfair.[34] Consequently, as part of her graduate work in education, Gaye Mouritzen developed a twelve-week teaching unit that used literature to teach moral lessons and an extensive lessons on the mechanics of writing a research paper. In her account of the program, Mouritzen wrote:

> For an English course, it was obvious that one area to be considered was plagiarism. In the particular work setting it was felt that often the students did not accomplish what was expected because they did not know how to proceed, and someone

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[33] Evans and Craig, 47 - 48.

[34] Gaye S. Mouritzen, "Increasing Understanding of Right and Wrong in Relation to Cheating Through the Curriculum of High School English," 1992: Practicum I Report, Nova University, Ed.D. Program in Child and Youth Studies.

> assumed they did. The writer felt that was true in the composition of reports; lack of knowledge in procedures, as well as in rules of authorship, easily leads to plagiarism.[35]

We cannot assume that students understand plagiarism or even the proper use of citations, quotations, and paraphrasing. The process of digesting a variety of readings and synthesizing material into one's own thoughts and words without paraphrasing the author is a higher order cognitive skill which even educators find challenging.

Educators must include lessons on the mechanics of academic integrity in their curriculums. Students should be required to own a copy of a reliable age-appropriate reference guide, such as Kate L. Turabian's, *A Manual For Writers* or the *MLA Handbook for Writers of Research Papers*. There are other reference books which might be more age-appropriate to the secondary school student. Mouritzen used a paper published by Mary Anne Saunders entitled "The Fail-Safe Micro Research Paper,"[36] which she claimed served as a "tour guide" for her students leading them through the process one step at a time.

Janice Newton, a teacher at York University, has also given a considerable amount of thought to the problems which students face in writing:

> When I first required my students to buy the *MLA Handbook*, I discovered many had no idea how to use it. Several students took the text book approach - starting on page one, hoping as they read to find the answer they were looking for. . . Now I require them to bring it to class and I explain how to use the index, how the

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[35] Ibid., 30

[36] Mary Anne Saunders, *The Fail-Safe Micro Research Paper*. Washington D.C.: Washington Area Teachers of English to Speakers of Other Languages, 1986, (ERIC Document Reproduction Service No. ED274202). Also see Roberta H. Markman, Peter Markman and Marie L.Waddell, *10 Steps In Writing the Resaerch Paper* (New York: Barron's Educational Services, Inc. 1989); cited in Mouritzen.

> different sections work, and highlight the most useful sections so they can readily find what they need.[37]

Having closely monitored students and discussed academic violations with them, Newton believes that plagiarism has some common causes: sloppy research methods, reliance on inappropriate reference guides, misunderstanding of the logic and rules of referencing and weak essay writing skills."[38] Like Gaye Mouritzen, Janice Newton has built instruction in these areas into her curriculum.

Of course it is difficult to devote a great deal of time and energy to teaching the mechanics of academic integrity without also explaining the ethics of academic integrity. Teachers can not assume that students know or accept these ethics. They must present a reasoned explanation as to why cheating and plagiarism are harmful. It deprives the student of the opportunity for intellectual growth. It spoils the student-teacher relationship. It is unfair to others who do not cheat. In *Educating For Character*, Thomas Lickona defines five reasons why cheating is wrong:

- It will ultimately lower your self-respect, because you can never be proud of anything you got by cheating.
- Cheating is a lie, because it deceives other people into thinking you know more than you do.
- Cheating violates the teacher's trust that you will do your own work. Furthermore, it undermines the whole trust relationship between the teacher and his or her class.
- Cheating is unfair to all people who aren't cheating.

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[37] Janice Newton, "Plagiarism and the Challenge of Essay Writing: Learning From Our Students," Department of Political Science, York University.

[38] Ibid.

- If you cheat in school now, you'll find it easier to cheat in other situations later in life - perhaps even in your closest personal relationships.[39]

Another way to make known to students to the reality of academic integrity is to expose them to the consequences of violating this principle. For example: Senator Joseph Biden of Delaware was forced to withdraw as a Presidential candidate when he plagiarized portions of a speech; a high school student who hired another student to take his SAT test was indicted on charges of criminal perjury;[40] the career of Bruno Bettelheim, a pioneer in treating mentally disturbed children, was marred when it was alleged that he copied portions of another scholars work;[41] despite his pleas that his errors were "inadvertent," the Chicago Sun-Times dismissed a columnist when it was learned that he plagiarized two stories.[42]

In the past, instruction in the mechanics and ethics of academic integrity has been taught out of necessity, as a means to an end, usually as an appendage to an annual term paper. Today, however, nothing short of a long-term cross-curriculum strategy to teach principles and practices of academic integrity will suffice.

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[39] Thomas Lickona, *Educating For Character: How Our Schools Can Teach Respect and Responsibility*, (New York: Bantam Books,1991), 77.

[40] "Cheating On College Entrance Test Leads To Criminal Perjury," *New York Times*, 20 June 1992, A11.

[41] "Bettelheim Accused of Plagiarism," *Washington Post*, 7 February 1991. B10

[42] "Sun-Times Cuts Columnist on Plagiarism Accusation," *Wall Street Journal*, 13 June 1990, B6.

Peer Influence In Establishing Community Values

In seeking to influence adolescents, the greatest challenge is the sub-culture which often binds teenagers in a code of secrecy, some have referred to this as "the student code." In the Evans and Craig study, for example, most students indicated that they rarely complain to peers who cheat and they almost never report other students who they have witnessed cheating.[43] Schab's thirty year study of cheating behavior revealed, not only a small percentage of adolescents who expressed a willingness to report cheating, but also a declining willingness to report cheating:[44]

	1969	1979	1989
Would you report a friend you saw cheatin	12.4%	7.9%	4.3%
Would you report a person not your friend?	20.8%	20.8%	16.9%

One theory of social psychology which demonstrates the profound influence of peers in molding adolescent social behavior is social learning theory.[45] Building on Social Learning Theory, Ronald Akers has developed a theory of deviant behavior which illustrates that rather than being influenced by the "threat of formal punishment from conventional society," the deviant draws

[43] Evans and Craig, 49.

[44] Schab, 843.

[45] Rolf E. Muuss, "Social Learning Theory's Contribution to an Understanding of Adolescece," in *Theories of Adolescence*, 5th ed. (New York: McGraw-Hill Inc., 1988), 279 - 299.

his/her support from a "primary group."[46] In other words, when they cheat, students have no difficulty finding support for their behavior. It is easily rationalized as acceptable. In fact, statistics indicate that cheating in schools is not deviant, it is normative. It is the non-cheater who is in the minority.

Consequently, the greatest challenge posed to schools in attempting to deter cheating is inspiring student loyalty to the school community. The most effective means of inspiring loyalty is by giving students a stake in shaping the community. Professor Donald McCabe of Rutgers University found similar sentiments expressed by students at a conference on academic integrity. Their comments suggested that "the real key to building and sustaining an atmosphere of student integrity on any campus may be involving all members of the campus community - students, faculty, and administration."[47] These notions of involvement are not new. Writing in 1916, John Dewey said a democratic society "must have a type of education which gives individuals a personal interest in social relationships and control, and the habits of mind which secure social change without introducing disorder." [48]

Built upon Dewey's notions of school democracy,[49] Lawrence Kohlberg has written extensively and applied these principles in his "Just Community"

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[46] Ronald L. Akers, *Deviant Behavior A Social Learning Approach* 3rd ed., (Belmont, California: Wadsworth, 1985); cited in James W. Michaels and Terance D. Miethe. "Applying Theories of Deviance to Academic Cheating," *Social Science Quarterly* 70, no. 4, (December 1989), 872-873.

[47] McCabe, 656.

[48] John Dewey, *Democracy and Education*, (New York: Macmillan Free, 1966), 115; cited in Michael W. Apple and James A. Beane, eds., *Democratic School*, (Alexandria, VA: ASCD, 1995), v.

[49] Dewey, 82 - 83; cited in Kohlberg, 38-39.

schools. Kohlberg's idea was to nurture shared ownership by involving students in the definition of and enforcement of community values. In such a school, the teacher serves as an "advocate for what (they) hope is the right answer" in addressing moral dilemmas. But, most importantly, everyone in the school seeks to put the good of the community ahead of personal interests.[50]

In reading Kohlberg's accounts of the Scarsdale Alternative School and the Cambridge Cluster School, one is struck by the adolescent urge to *belong*. When given the opportunity to be involved, the school community becomes very important and students are willing to put aside other allegiances for the good of the group. Much of this resulted from the value which the school placed in the student's contributions. From the start, students understood that they were responsible for the communities well-being, just as much as the faculty or administration.

At the Scarsdale Alternative School, students discussed the problem of cheating. This followed two incidents of cheating which had come before "the fairness committee." The committee's recommendation was to hold an open school discussion on cheating. In the discussion, students had no difficulty understanding that cheating hurt their community by destroying the trust of their teachers. Also, students expressed the impact which cheating behavior was having among the students:

> It really bothers me to have cheating going on because its intruding on my rights. If there's cheating, for the people who do work hard it makes them seem like they're not working hard because others are copying papers and get the same grades and do nothing. If there was a rule which said we realize cheating is wrong, and its your

[50] Ibid., 61.

> obligation not to cheat, it would make everyone feel the obligation.[51]

Following the discussion there was almost universal opposition to cheating within the school community. The events which occurred at the Scarsdale Alternative School were paralleled at the Cambridge Cluster School. In this case, however, teacher and student advocacy played an important role in developing a "collective norm" against cheating.

No doubt, schools will differ in the degrees to which they feel comfortable involving students in the process of establishing a code of ethics. At Saint Andrew's School in Florida, for example, two student leaders advocated an Honor Code. As it was established, the student Honor Board was given the role of writing the By-laws, selecting new Honor Board members and promoting and enforcing the honor code.

Placed in the context of a discussion about honor codes, what all this says is that it will be very difficult, if not impossible, to establish an honor code or any effort to deter cheating for that matter, if students are not permitted to play a role in developing the solution. Evans and Craig speak of the weight of the communities attitudes in determining the potential success of an Honor Code.

> "Intuitively, beliefs about the efficacy of strategies to reduce or prevent cheating may predispose success or failure. For example, if students believe that an honor system to promote academic honesty 'won't work,' chances for success of the system introduced by their teachers may be jeopardized from the outset."[52]

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[51] Ibid., 64.

[52] Evans and Craig, 51.

Dr. Gary Pavela, the director of judicial programs at the University of Maryland and the past president of the National Center for Academic Integrity, fully supports the notion of student participation in formulating an Honor Code:

> Such balancing and sharing of authority is premised upon the assumption that control of academic dishonesty will not be accomplished by threat of punishment alone. Ultimately, the most effective deterrent will be a commitment to academic integrity within the student the student peer group. Only by giving student genuine responsibility in a collaborative effort with faculty and staff can such a commitment be fostered and maintained.[53]

Trusting students to participate in the establishment, promotion and enforcement of community values is a difficult challenge. Traditionally, schools have been hierarchical with students being at the bottom of the triangle. But educators are realizing that when trusted and when given an opportunity to participate in the vision of the school, students have a great deal to contribute. Moreover, this participation has had other positive consequences. Namely, the adolescent desire to belong has results in expressions of loyalty to the school, rather than the sub-group. The more of this type of loyalty which we can inspire, the less cheating behavior we will see.

The Teacher and Academic Integrity

By their attitudes and actions, teachers will affect cheating behavior in their classrooms. This was the conclusion of the Evans and Craig study, which

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[53] Gary Pavela, "Code of Academic Integrity," in *Academic Integrity and Student Development: Legal Issues and Policy Perspectives*, William Kibler and others. in The Higher Administration Series. ed. Donald D. Gehring and D. Parker Young College (Admininstrations Publications. 1988), 69.

evaluated the attitudes and perceptions of students and teachers about cheating behavior. Teachers and students agreed that teachers who were vague in explaining the relevance and/or purpose of learning can unknowingly promote cheating behavior.[54] When students have no idea why they are studying the things they are studying, or the topic is perceived as inapplicable to their lives, students will interpret the exercise as a waste of time. Consequently, they will look for shortcuts. In addition, students and teachers agreed that the number of grading opportunities offered in a course can affect cheating. When students were evaluated based on only one or two exams, there was a higher likelihood of cheating.

The study also revealed differences in student and teacher perception with regard to the importance of "teacher characteristics" in affecting cheating behavior among students. Students believed that teachers who were "unfriendly, boring or dull and have high expectations are more likely to encounter classroom cheating."[55] Teachers, on the other hand, did not recognize such personality characteristics as having an impact on cheating behavior. Finally, students also expressed that teachers who require students to be accountable for their knowledge and apply their learning to real-life situations, actually discouraged cheating.

As part of the study teachers and students were asked to identify classroom management techniques which would, in their opinion, reduce

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[54] Ellis Evans and Delores Craig, "Teacher and Student Perceptions of Academic Cheating in Middle and Senior High Schools," in *Journal of Educational Research* 84, n.1, (September/October 1990), 49.

[55] Ibid., 48.

cheating behavior. The following is a list of the characteristics most often identified:

- Course syllabi which define expectations and course objectives
- Utilization of daily lesson plans with stated objectives
- Some assessment by methods other than test and quiz
- Elucidating the relevance of the lesson
- Teacher communication with students in academic difficulty
- Recreating tests each time the course is taught
- Providing ample advance notice and exact coverage of exams
- Seating assignments
- Close teacher supervision during tests
- Alternating test forms with scrambled number items
- Use of different but equivalent make-up tests[56]

Regarding the role of teachers in the detection of cheating, there is some evidence in the Evans and Craig study that teachers do not take the problem of cheating as seriously as students. One theory to explain this disparity is the possibility that students exaggerate the cheating problem. This is unlikely, however, because all studies indicate that more than half of secondary school students have cheated and numerous studies project that more than three-fourths of secondary school students have cheated. For example, in 1993 *Who's Who Among High School Students* conducted one of the largest polls of adolescent leaders and high achievers ever undertaken.[57] Of the 5,000 students selected, 1,957 responded. All students surveyed had A or B averages and 98% planned to attend college. Paul Krouse, the director of *Who's Who Among High School Students* reported, "Cheating is pervasive among the nation's top high

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[56] Ibid., 49.

[57] "24th Annual Survey of High Achievers," *Who's Who Among American High School Students*. (Educational Communications, Lake Forest, Il,1993).

school students. The results indicated that nearly 80% admitted to some form of dishonesty, such as copying someone else's homework or cheating on an exam."[58] Of the private school students, nearly 60% indicated that in their school's cheating is either "fairly common" or "everybody does it." Therefore, it would be difficult to conclude that student respondents are exaggerating the cheating problem.

Although it would be unfair to generalize about teachers' realizations of the seriousness of the cheating problem from one study. It must be pointed out that teacher vigilance is crucial in controlling cheating. If teachers do not realize the seriousness of the cheating problem, they will not be as attentive as they need to be in order to thwart cheating. In addition, they might not be as keen to adopt practices or policies which could effectively thwart cheating, such as the ones listed above.

McCabe's study of nearly 800 college professors at 16 different institutions located throughout the United States, indicated that college professors were reluctant to report cheating incidents.[59] Of course, this might not be true of independent school teachers, who are more legally protected and face less threatening circumstances than teachers in public high schools and colleges. Nevertheless, at any level of education, to suspect a student of cheating is to be potentially drawn into a process which, at best, is awkward.

Nevertheless, studies in deterrence theory, indicate that as the risk of getting caught rises the amount of cheating declines.[60] A study entitled "Fear

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[58] "4 of 5 Students Admit Cheating;" *Sun-Sentinel*, (Ft. Lauderdale, FL), 20 October 1993, 5a.

[59] McCabe, 653-654.

[60] Jack Gibbs, *Crime, Punishment and Deterrence* (Amsterdam: Elsevier, 1975);

and the Student Cheater," conducted by Tittle and Rowe, revealed that too much trust and familiarity in a classroom environment could lead to higher levels of cheating. The most salient factor in reducing cheating in this study was the fear of getting caught and punished.[61]

Unfortunately, cheating is becoming so sophisticated that it is difficult to detect. In a newsgroup discussion on the Internet sponsored by one of the largest manufacturers of hand-held calculators, students were sharing ideas on the best ways to cheat using current hand held technology. The following is the text from one of the entries:

> Concerning teachers clearing memory before test, just write a memory clearing simulation program. I had a bunch of formulas I needed for an Algebra test stored in a program. The I wrote a program that would simulate almost every function after [2ND] [MEM]. I even had a blinking cursor. The only problem I had was with Page Up and Page Down and having two menus at the bottom of the screen. When the teacher started around the room clearing memories, I went ahead and executed my program, doing a fake total memory clear. When she came around, she saw the memory cleared, defaults set screen, and went on to the next person. What a dumbass.[62]

It is no secret that young people, in general, are more technologically sophisticated than most adults. As technology plays more of a role in cheating, teachers will have more difficult detecting it. At Taylor Allderdice High School, where cheating ran rampant, some teachers reported being "demoralized" by

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cited in Michaels and Miethe, 871.

[61] C.R. Tittle and A.R. Rowe, "Fear and the Student Cheater," *Change*. 6 (3), 1974. 47 - 48; cited in William Kibler and Brent Paterson, "Strategies to Prevent Academic Dishonesty," in Kibler, 23.

[62] Reported over the ISED List Serve, 5 February 1995 by Wayne Murrah.

cheating, others referred to being "deceived on a scam level." The newly appointed co-principal made a difficult admission when he said, "What's happened in the past is that we've allowed these kids to outsmart us, and that's not acceptable."[63]

There can be a silver lining in the dark cloud of cheating, that is, if we view it as an expression of a deeper problem. Although the motives for cheating are complex, one cause may have something to do with the way we teach. Looked at from a different perspective, can we be witnessing a type of protest movement? Could it be that students are asking for new and different approaches to teaching and learning? If the primary motive in education is to challenge the student to think, to develop habits of mind which places inquiry as the highest educational priority, perhaps we are not "educating" in the most effective manner.

One school which has revamped teaching and learning is Central Park East Secondary School (CPESS) in New York City. At CPESS the entire curriculum revolves around five essential questions: Whose viewpoint is being described? What evidence is there? How is this connected to other things? What are the alternatives? And, how is this relevant? The school's founder Deborah Meier speaks of developing habits of skepticism and empathy in the student.[64]

Other educators have written extensively on our understanding of student learning. Grant Wiggins has exposed some of the problems with traditional methods of student assessment. Wiggins challenges teachers to practice assessment, which is more closely aligned with the essential questions of the

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[63] Putka, A4.

[64] This was said during her visit to the Klingenstein Center on 1 February 1995.

course.[65] Heidi Hayes Jacobs work on interdisciplinary curriculum challenges teachers to find the connections between the normally fragmented disciplines. Interdisciplinary curriculum challenges us to utilize more diverse forms of assessing student knowledge, such as the production of a video, a photographic essay, a book of poetry, a published article or editorial, a speech or debate, a series of diagrams, the construction of a model, etc.[66]

Another example of educational reform is the "Standards" developed by the National Council for Teachers of Mathematics (NCTM), which enable students to make the connections between content and real-world dilemmas. Karen Dee Michalowicz, the Upper School Mathematics Chair at Langley School, utilizes the math standards in her classroom. Her response to the crafty student who tricked his Algebra teacher by programming his calculator was as follows:

> I can't help but believe that a student who is so capable in using technology, as evidence in the posting above, couldn't ace an Algebra test. Also, I find when I prepare a test with calculator use, I emphasize the problem solving aspect, not the calculation. Those real world applications which we are encouraged by Standards to employ in our classes actually defeat the need to cheat in classes, or don't provide the opportunity to cheat.[67]

It is not the intent of this paper to introduce or review the various educational reform movements. However, independent school teachers can revitalize the classroom experience in such a way that students will see the

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[65] Grant Wiggins, "A True Test: Toward More Authentic and Equitable Assessment," *Phi Delta Kappan* (May 1989): 703 - 713.

[66] taken from the notes of TY4824, Interdisciplinary Curriculum: Design and Implementation. a course given at Teachers College by Heidi Hayes Jacobs

[67] ISED List Serve - 5 February 1995

relevance and importance of their learning and the self-defeating nature of cheating.

The role of teachers in the discipline process is also an important topic. In many schools teachers are encouraged to deal with cheating incidents on their own and many teachers enjoy this autonomy. However, it is also problematic in that it leads to inconsistent enforcement and students might not have the opportunity to defend themselves before an impartial judge. Clearly, this is the advantage of a formal school procedure so common to honor codes. Although the teacher relinquishes some autonomy, the whole community benefits from the sense of fairness.

A McCabe study learned that teachers at colleges with honor codes were almost two times more likely to report suspected incidents of cheating than at schools without honor codes. There is a positive correlation between faculty belief in the honor code's processes and their higher willingness to report.[68] When teachers believe in the system, they are much more likely to use the system. Conversely, when teachers doubt the judiciousness of the system or the effectiveness of the process, they tend to take matters into their own hands or ignore the incident altogether. Again, although this study was conducted among college professors, the logic of the conclusions are such that it is difficult to imagine that the principle doesn't hold for secondary school teachers as well.

In order to enhance student responsibility, faculty are often excluded from serving on school Honor Boards. I believe there should be faculty representation on the Honor Board. There are some risks, however. Faculty can dominate discussions in a student-faculty committee and alienate student members. A

[68] McCabe, 654.

faculty presence can also change the perceptions of an Honor Board among students. However, the advantages of a faculty presence outweighs the disadvantages: one, faculty have a great deal of wisdom and experience from which the Board would benefit; two, that both faculty and students are victims in a distrustful community is obvious; three, faculty must deal with the academic ramifications of a Board's decision in the classroom, if there is no faculty representation on the honor board this could lead to divisiveness in the community; and, finally, students, faculty and administration are collaborators in establishing a quality of life in the school.

Teachers play a crucial role in the prevention, detection and punishment of cheating. Classroom management, teaching methodology, teacher vigilance, and enforcement are all crucial factors. Although it was not my intention to speculate on the role of the teacher in inspiring moral behavior, it is difficult not to mention it. Anecdotally, we have all heard hundreds of students speak of the moral impact which various teachers have had on their lives. To speak of the potential impact of teachers as only being in management and methodology is to do a disservice to the teaching profession. Adolescents are inspired by the integrity of their teachers and they intuitively know when a teacher has integrity.

The School Ethos and Academic Integrity

In her book, *The Good High School*, Sara Lawrence Lightfoot has observed that "good schools" have an ideological core.[69] This means that there are a few core values which have become embodied in the ethos of the school.

[69] Sara Lawrence Lightfoot, *The Good High School: Portraits of Character and Culture*. (New York: Basic Books, 1983), 322.

These core values are verbally reinforced and consciously or unconsciously they influence behavior and policies at the school. For example, it was reported that in the spring of 1992 an accrediting team arrived to Roxbury Latin in Boston. In the course of the school's evaluation, 27 students from grades 7 through 12 were asked, what do you think is Roxbury Latin's philosophy of education? The student responses were remarkable consistent: the School is most concerned about what type of people we are becoming. Apparently, this was the message which the Headmaster delivered each year on Opening Day to the new students. Moreover, somehow this message became repeatedly affirmed throughout their careers at Roxbury Latin.[70] Roxbury Latin is an example of a core ethic becoming embodied in the life of a school.

As I have implied throughout the course of this paper, academic integrity cannot be viewed solely as a program or policy which is limited to a set of disciplinary guidelines or a set of procedures which are practiced when a violation occurs. Although academic integrity was previously defined specifically as practices and ethics which pertain exclusively to respecting the words, images, ideas, and thoughts of others, the notion of academic integrity can also be viewed in a wider context as a community ethic. From this perspective academic integrity becomes synonymous with honor. Within the context of a community, honor is a virtue which permeates all practices, interactions, assumptions, and interpersonal relationships in the school.

Presuming that honor is part of a school's ideological core, a school would seek to be honorable in all its practices, policies and interactions. This commitment to honor would result in a community-wide self-analysis . Questions

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[70] Kevin Ryan, "Mining The Values In The Curriculum," *Educational Leadership* 51, no.3. (Alexandria VA: ASCD, November 1993): 18.

such as: Are all members of the community afforded equal respect? Are salary structures equitable? Are assignments of financial aid fair? Are stated grading policies practiced? Are students judged by standards which the adults adhere to? Are mistakes admitted, and corrected? would define this probing process of inquiry. In essence I am referring to what has become known as "the hidden curriculum." Those unspoken and unpublished behaviors, sometimes unrealized, which a community practices. To adopt an honor code, is to be willing to identify and critique the community's assumptions, ethic and behaviors.

If we wish to instill in our students a commitment to academic integrity, we are faced with a challenging task which will require all community members to examine their own lives as well as the institution's behavior. To view a traditional honor code as a panacea to the problem of cheating is to underestimate the causes of cheating behavior. The causes are complex and multifaceted and we will never completely eradicate all cheating behavior. We stand a better chance of influencing our community when we approach the problem from different directions. I have suggested a review of academic policies which might aggravate competition. I have referred to various educational reform movements which seem to be inspiring a genuine student desire to learn. I have named numerous classroom techniques which thwart cheating. However, these practices will sound empty and hollow if a school is not willing to be honorable to the core.

Revisiting Moral Education

At the outset I referred to the fact that the primary focus of my research was directed at contextual factors which influence cheating behavior. However, before educators can move ahead with confidence and certitude in addressing

cheating behavior, and before we can stand up to its pervasiveness, we must recommit ourselves to the instruction of ethics. For the past few decades schools have manifested a reluctance to guide and direct. This is a wholly new phenomenon. As far back as recorded history will take us, teachers were viewed as moral guides. Instruction was viewed largely as a means to influence character. Only recently has education excluded moral instruction and emphasized cognition.[71] Much of this transformation came as a result of a growing belief in the centrality of the individual.

The roots of this mentality are legion, but it came to prominence in American culture during the 1960's. In curriculum form, its most visible symbol was the "Situation Ethics" or "Values Clarification" movement.[72] Shedding the shackles of authoritarianism, teachers, administrators and schools (albeit our society) developed an "I have no right to tell you what's right or wrong" ethic. This "value neutral" approach became a conscious and subconscious force in the classroom and on the campus

In their chapter entitled "Finding Oneself," the authors of the national best-seller, *Habits of the Heart*, reason through the implications of a moral order where each individual determines her/his own ethic.

> If the self is defined by its ability to choose its own values, on what grounds are those choices made? One's own idiosyncratic preferences are their own justification. Now, if selves are defined by their preferences, but those preferences are arbitrary, then each self constitutes its own moral universe, and there is finally no way to reconcile conflicting claims about what is good. In the absence of any objectifiable criteria of right and wrong, good or evil, the self

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[71] Paul Vitz, Professor of Psychology at New York University, reminded me of this in a telephone conversation on 31 March 1996.

[72] Lickona, 7 - 12.

> and its feelings become our only moral guide. What kind of world is inhabited by this self, perpetually in progress, yet without any fixed moral end?[73]

As this ethic permeated our culture and especially our schools, students began to comprehend its implications. Christopher Lasch, in his last book before his untimely death, entitled *The Revolt of the Elites and the Betrayal of Democracy*, observed that young people now "resent the ethical demands of 'society' as infringements on their personal freedom. They believe that their rights as individuals includes their right to 'create their own values'."[74] Michael Josephson, the founder and director of the Josephson Institute on Ethics, fears that "we're harvesting a generation of nuclear inspectors, auto mechanics, and politicians who will do what it takes to get what they want."[75]

As we are confronted with the facts of our current social problems and as we face the dismal prospects of a more troubled future, we are becoming painfully aware that some behavior is right and some is wrong. Derek Bok, the former president of Harvard, believes that "there are certain fundamental principles that are not a matter of debate."[76]

Recently there has been the resurgence of educational curriculums which assume that virtues such as honesty, responsibility, courtesy, respect, patience,

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[73] Robert N. Bellah, et al. *Habits of the Heart*, (New York: Harper and Row, 1985), 75-76.

[74]Christopher Lasch, *The Revolt of the Elites and the Betrayal of Democracy*, (New York: Norton, 1995), 180.

[75] Marilyn Alias, "Crusading to Head Off the Coming Ethics Crisis," *USA Today*, 19 May 1993, 7D.

[76] Roger Rosenblatt, "Teaching Johnny To Be Good," *New York Times Magazine*, Sec. 6, 30 April 1995, 41.

kindness and others must be taught. Without a commitment to these common decencies, our society seems defenseless against ambition, greed, and selfishness.

James Madison, one of the chief framers of the American Constitution, once asked, "Can a people incapable of self-government in private life prove capable of it in public life? If they cannot practice self-government over their private passions, how will they practice it over the institutions of the Republic?"[77] Dr. Michael Novak, in accepting the 1994 Templeton Prize for Progress In Religion, expressed a similar sentiment:

> There cannot be a free society among citizens who habitually lie, who malinger, who cheat, who do not meet their responsibilities, who cannot be counted on, who shirk difficulties, who flout the law -- or who prefer to live as serfs or slaves, content in their dependency, so long as they are fed and entertained.[78]

As many of the foundational institutions of our society, such as church and family, become threatened, the challenge of moral education falls upon schools. This calls for teachers to renew their vision as moral educators. Centuries ago, Desiderius Erasmus wrote eloquently of the high calling of schools and teachers:

> To be a schoolmaster is next to being a king. Do you count it lowly employment to imbue the minds of the young with the . . . best of literature, and to return them to their country honest and virtuous (people)? In the opinion of fools, it is a humble task, but in fact it is the noblest of occupations.[79]

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[77] Michael Novak, "Awakening From Nihilism," *First Things* 45, (August/September 1994): 21.

[78] Novak, 21.

[79] Bruce Lockerbie, *A Passion For Learning: The History of Christian Thought on Education* (Chicago: Moody Press, 1994),134.

We educators face many challenges in our work. Ours is a most difficult profession which seems not to be valued as it once might have been. Of course, we must be supported by our schools and we must work in schools which reflect our priorities. But, we cannot leave young people to find their own answers. They look to us for wisdom - skill in living. This is challenging and it calls us to constantly reflect on our own lives and behavior. Teaching is for the stout-hearted and mighty in spirit. There are professions which offer more tangible rewards. Teaching is more than a profession, however, it is a vocation. It is a vocation because it requires not only a skill to be mastered, and a knowledge of our discipline, but also an ethical life which inspires in young people a desire to live life well.

Illustrations of (Possible) Cheating Behavior[80]

1. Coughing or using hand signals;
2. Concealing notes on clothing, hands, caps, shoes or in pockets;
3. Writing in blue books prior to exams;
4. Writing information on the blackboard, desks or keeping notes on the floor;
5. Obtaining copies of a test in advance;
6. Passing information concerning specific questions or answers from an earlier class to a later class;
7. Leaving information in the restroom;
8. Exchanging exams so that neighbors have identical test forms;
9. Having a substitute take a test and providing false identification for the substitute;
10. Fabricating data for lab or clinical assignments;
11. Changing a graded paper or answer sheet and requesting that it be graded;
12. Failing to turn in a test and later suggesting that the faculty member has lost it;
13. Stealing another student's graded test and affixing one's own name to it;
14. Submitting computer programs written by another person;
15. Recording two answers, one on one test form, one on another answer sheet;
16. Marking an answer sheet to enable another student to see the answer;
17. Putting large circles around two adjacent answers and claiming to have had the correct answer;
18. Stealing an exam or other assignment for transmission to someone in another section, or for placement in a test file;
19. Using a programmable calculator to store test information or otherwise passing information using electronic devices;
20. Taking another students computer assignment printout from a computer lab;
21. Destroying library material to gain academic advancement;
22. Transferring a computer file from one person's account to another; or
23. Transmitting posted answers to exam to student in testing area via pager or radio transmitter.

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[80] One of the most comprehensive and up to date list of *cheating* behavior was published by The University of Texas. (see Appendix 1) The guide has identified 23 different types of behavior which could be construed as cheating: Student Discipline For Scholastic Dishonesty, *A Guide For Administrators, Faculty, and Hearing Officers*. The University Texas System. July 1991. cited in Ralph D. Mawdsley, *Academic Misconduct: Cheating and Plagiarism*, (Topeka, Kansas: NOLPE, 1994), 9-10.

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Cheating and Plagiarism

Appendix I

CLASS OF '92

Cheating Epidemic at Taylor Allderdice Teaches Sad Lessons About Competition

"The Allderdice"

STUDENTS

Joshua Berlin

Elena Buchwalter

Dan Galanter

Rebecca Green

Lee Grinberg

Jonah Falek

Anneka Jones

FACULTY

Frank Casorio
French teacher

Thomas Chapas
Academic Counselor

William A.G. Fisher
Principal until 1991

Richard C. Gu
Co-Princip

Joanne Meldon
Math teacher

Phyllis Sanguigni
Physical Education teacher

Irvin Topp
Chemistry teacher

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Blackboard Jungle

A Cheating Epidemic At a Top High School Teaches Sad Lessons

Taylor Allderdice Students, Exhorted to Compete, Cross Ethical Barriers

A Principal Changes Grades

By Gary Putka
Staff Reporter of The Wall Street Journal

PITTSBURGH – For Taylor Allderdice High School, the Extra Effort Award given to Lee Grinberg by TV station KDKA this past January was one more accolade in the school's 65-year history of scholastic distinction.

But for some of his classmates, it was one too many. As young Mr. Grinberg – covaledictorian in the class of 1992, versatile athlete and aspirant to the Ivy League – accepted the award, boos were heard amid the applause in the school auditorium.

Flyers citing "doubts" about Mr. Grinberg's "academic integrity" also circulated among seniors, against the wishes of the school administration. For Lee Grinberg and many others at this venerable urban high school, it was an emotional event, a day when long-suppressed anger about perceived injustices burst into the open.

Allegations of widespread, unpunished cheating have torn apart the class of 1992 at Taylor Allderdice, wrecking friendships, pitting student against student and parent against parent. On Squirrel Hill, the high school's comfortable neighborhood, obscene phone calls have shattered the repose of evenings. Angry words have overheated PTA meetings. Lawyers have been hired to brandish threats of lawsuits.

WSJ 6-29-92

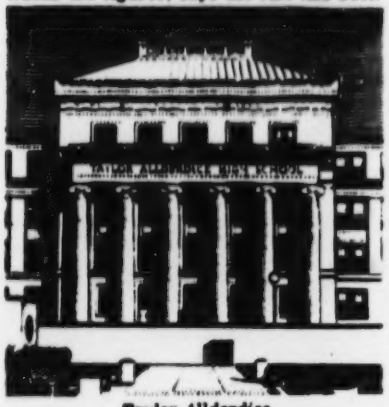
The Victims' Lament

Allderdice students talk of systematic, even brazen, cheating. They describe offers of money for homework, routine stealing of tests, open dictionaries during college-entrance exams and wide use of programmable calculators as electronic cheat sheets in math and science. In the absence of tough disciplinary measures, such cheating grew worse. Taylor Allderdice teachers and administrators – even the Pittsburgh school board – were told of rampant cheating at the school. But with a few exceptions, there has been no strong action. The impact may have been greatest on students who didn't cheat, but saw cheating tolerated during formative years. Downcast after school one day, his mother recalls, recent Allderdice graduate Joshua Sabloff told her, "Cheating pays."

Although cheating in schools hasn't attracted the same attention as cheating in Congress or on Wall Street, it is a national problem seen even in the best schools. New Trier High School, an acclaimed school in Winnetka, Ill., last month said it had suspended 11 seniors for an incident that involved theft of a political science test.

A Burgeoning Problem

For generations, schools have by turns grappled with or ignored cheating by some of their students. But there are indications the problem is getting worse. In the 1940s, about 20% of college students questioned anonymously admitted to cheating in high school. That percentage has soared to 75%. Stephen Davis, a psychology professor at Emporia State University in Kansas who tracks the figures, says the rise has been



Taylor Allderdice

slow and steady. "Students say cheating in high school is for grades, cheating in college is for a career," he says. "It's humorous until you think for a minute, and then you say, 'Oh my God.' "

Allderdice has long been viewed as a model of public secondary education. It is the flagship of the Pittsburgh public schools, a training ground for the Ivy League, cherished by its alumni with a fierce and protective pride. Its drawing card is a huge program for gifted students. The doctors, academics, executives and others who send their children to Allderdice prize school success above almost anything else. At the school's top tier, getting a B means failure, and getting into college isn't enough – it must be the best college.

Allderdice sends 20 graduates or more to the Ivy League each year. About a third of its 1,500 students, the highest proportion in the city, have scored 130 or higher on IQ tests. This places them in the Centers for Advanced Study, which offer the most demanding and prestigious courses.

Students at the top rung keep close tabs on their class rank and grade point averages, which are posted twice a year in honor-roll lists. In a field of top achievers, mere thousandths of a decimal point – reflecting, say, a B in freshman gym – can knock someone out of the running for valedictorian. "It's quite sad that the grade point averages go out to the fourth

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...first place," says one Harvard bound student. "And even sadder that I remember what mine is."

The conditions that spelled success at Allderdice for so long – its involved parents, academic competition and accommodating staff – allowed cheating to spread like an epidemic in which students were both victims and vectors. Even some of the brightest and most hard-working students, who seemed bound for success anyway, cheated. For many students, teachers say, grades, class-rank and other totems became more sought after than learning.

"There's been a breakdown in integrity," says Paula Sabloff, Joshua's mother, who has led a move to develop an academic integrity code at the school. "The level of cheating is incredible."

Asked how many classmates have cheated, various graduating seniors give estimates of 50% to 100%. Adam Eidinger, 1991-92 student council president, says one repeat cheater was so fearless, he would run down the halls waving a stolen test, shouting, "I've got it." Allderdice "is a very good school," he adds, "but there's a lot of cheating that goes on." Echoing a number of students, another member of the class of '92, Lianne Mantione, says, "Cheating has just been a way of life."

In interviews, students repeatedly assert that until recently, the adults around them didn't seem too concerned. In fact, the former principal, a beloved and respected Allderdice figure who retired last June, changed grades for some students at the behest of their parents, who had been rebuffed by teachers.

Richard Gutkind, current co-principal, acknowledges the school has an academic integrity problem, and says steps are being taken to correct it. He says students were suspended over cheating this past year. "What's happened in the past is that we've allowed these kids to outsmart us, and that's not acceptable," he says. Dr. Gutkind concedes the school may not have moved quickly enough, partly because he and others were preoccupied with security after some violent incidents.

Lee Grinberg's father, Meyer, strenuously denies allegations against his son, made by a number of students. He says Lee has done nothing improper and is the victim of a "vendetta" by envious peers. "I can tell you, to the best of my knowledge, Lee has never been accused of cheating by a teacher, and a student has never reported to a teacher that he cheated," says Mr. Grinberg, who won't let his son be interviewed. Lee's school record is unblemished, his father adds.

Noting that Lee is a diligent student – with a reportedly perfect 4.0 grade point average – who does volunteer work, Mr. Grinberg adds that false allegations against him have been "a nightmare."

Several other adults who know Lee speak highly of him. Lennie Silberman, director of a summer camp where Lee is a counselor, says Lee's "work ethic has become a role model for kids." Mr. Silberman adds th Lee "is a clean-cut guy, the all-American kid."

The SAT Incident

The events that brought cheating to the fore began on March 16, 1991, when many of this year's graduates took the Scholastic Aptitude Test at Allderdice. One of the SAT takers that day, Rebecca Greenberg, returned home and told her parents she saw three classmates consulting dictionaries after they received their test booklets. Rebecca says she also heard students calling out some words in the verbal section of the test.

One word she told of hearing was "usurp." One of the words on the test that day, in the section where students must find opposite meanings: "usurp."

Rebecca described the incident to school officials the following week and later, through her parents, identified the three as Lee Grinberg and two friends. Another student in the testing room, Elena Buchwalter, corroborated the story, without naming the boys, to an English teacher at the school, who says she passed it along to the administration.

Although they didn't come forward and tell school officials – nor have officials tried to interview them – at least two other girls recall other cheating incidents that day. One girl says that in the second half of the test, after a break, she saw one of the boys working on sections of the test given before the break, a violation of SAT rules.

Anneka Jones, who was taking the SAT that day, says she saw about a half-dozen girls in the bathroom discussing words on the test. (SAT sections are given to students in different sequences.) Anneka says she doesn't remember who the girls were.

No one disputes that words were called and looked up in a dictionary by students in the test room. But Meyer Grinberg says Lee looked up the words before the test was handed out, not after. And it appears that Lee invoked a privilege offered to all test takers and canceled his score within four days of taking the test. Meyer Grinberg says Lee decided not to use scores he got that day because he didn't believe he had done well on the test.

The ultimate responsibility for the SATs resides with the test's owner, Educational Testing Service, Lawrence Township, N.J., which creates and administers the tests, pays the proctors and maintains its own security staff (see accompanying article). The proctor in the Allderdice test room, Phyllis Sanguigni, a physical education teacher, says that no cheating occurred and that Rebecca is telling "lies." Ms. Sanguigni says Lee and the two other boys looked up words before test booklets were handed out. She adds that she let one boy use a dictionary when he asked her what "usurp" meant. Ms. Sanguigni says she was surprised when saw the word on the test.

But Allderdice apparen...

...test that day, it has not asked her to SAT proctor again. "We don't retire proctors if we don't believe there is an adequa testing situation," Dr. Gutkind says. Ms. Sanguigni says she has been unjus impugned.

After looking into the reports of Rebecca Greenberg and Elena Buchwalte Allderdice took no action. Dr. Gutkind sa the school received contradictory accoun of events. Dr. Gutkind adds that t SAT is the responsibility of ETS.

ETS also looked into the allegation including a sworn statement from Rebecca's mother, Janelle, a history profe sor at the University of Pittsburgh. In h statement, Dr. Greenberg said one the other two boys her daughter sa cheating on the SATs telephoned Rebec two days later and acknowledged he w looking up words called out by the oth boys, who already had their test booklet The statement says that, unknown to h daughter, Dr. Greenberg was listening a phone extension. The Greenbergs ga this newspaper their statements to ET with the names of students removed.

ETS also decided not to act. In a letter the Greenbergs, ETS said it only "invest gates suspected irregularities with t intent to ensure the reporting of val scores" to colleges, adding that "we do n seek to prove that an individu 'cheated.' " Dr. Greenberg said ETS al told her it found no big gains from pa scores on ETS exams.

Dr. Greenberg acknowledges that h own daughter has cheated while at Allde dice. Rebecca says she got answers fro another student, Dan Galanter, for ma tests. "She is contrite," Dr. Greenbe says. "She knows it was wrong. At lea she's had the courage to step up and sa 'Enough, no more.' " Dan Galanter and h parents decline to comment on allegatio regarding Dan.

Homework for Hire

Whatever happened at the SAT test th day, students say cheating at Allderdi has been endemic. Last fall, five Allde dice seniors – Elena Buchwalter, Collee Dillon, Sara Gibbons, Sara Greenberg (n relation to Rebecca) and David Sacco – a down to discuss cheating at the request of teacher. The document produced by th meeting named no names but enumerate cheating incidents, from stolen tests t hired homework, the five students ha seen. (See adjoining article.)

Although there were many signs c cheating, the Allderdice administratio and Pittsburgh's school board were slow t act. In a statement to ETS, Elena Buch walter's mother, Kathy Ayres, said 1 months after Elena's report of cheating t Allderdice staff, ETS still hadn't bee notified of the charges. The mother an daughter then wrote ETS themselves.

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The Greenbergs also question the school's inquiry, which was conducted by Thomas Chapas, a guidance counselor and SAT supervisor for the school. Despite assurances from Allderdice that it would report their complaint to ETS, the Greenbergs say they finally had to contact ETS on their own. ETS confirms that the Greenbergs initiated the inquiry. Mr. Chapas didn't return calls seeking comment.

Others believe foot-dragging was a pattern, designed to save everyone from embarrassment. On June 12, 1991, Sungwha Oh Yoo, an instructor at the University of Pittsburgh with a daughter at Allderdice, wrote to Barbara Burns, president of the school board, complaining about widespread cheating. Mrs. Yoo, who says she interviewed a number of students, listed nine specific types of cheating, without naming anyone, and asked for action. Two weeks later, she received a letter from Helen Faison, a deputy superintendent, saying the charges couldn't be investigated until the next school year began. That was the last Mrs. Yoo heard.

Dr. Faison says she briefed Dr. Gutkind and his co-principal, John Brill, on concerns about academic integrity last summer. Dr. Gutkind says he has never heard of Mrs. Yoo or seen her letter. Barbara Burns says the school board is concerned with allegations of cheating, but it's the school's responsibility, not the district's, to handle specific charges.

As Mrs. Yoo suspected, cheating of many varieties was going on. Three seniors who have taken mostly advanced classes – Sara Gibbons, Molly Schachner and Jennifer Levy – say students offered them money for assignments. Sara says that as a freshman, she was offered $15 a week to do a classmate's accounting homework. She says she declined.

Last year, Molly says she was taking advanced French 5 while Dan Galanter was taking advanced French 4, both with the same teacher. Dan offered her $10 apiece to write French essays for him, she says, adding that she declined.

Incidents of cheating that were particularly egregious occurred when members of the class of '92 were juniors because, students say, junior-year grades are so influential in college admissions decisions. Though it occurred before, they say there was brisk trafficking in tests and answers in the 1990-91 school year. The busiest activity centered on the citywide Syllabus Examination Program tests, mainly multiple-choice questions given four times a year in several subjects. Along with other tests, papers and assignments, SEP exams determine a student's grade in a course.

"It's been a frequent occurrence to come into homeroom and find little slips of paper, probably two inches square, with SEP answers on them," says Maia Rutman, a senior who has been accepted at Yale. Maia says students would copy the letters on the little slips – A, B, C and so on – corresponding to the correct answers. "There were always SEP social studies tests available," adds Jennifer Pechersky, another member of the class of '92. Sara Gibbons, Emily Stricker, Robin Berlin and other classmates agree that SEP answers were routinely available. Anneka Jones says they circulated in the lunchroom, like clockwork, four times a year on the day of SEP U.S. history tests.

Dr. Gutkind and other administrators say they have been aware of allegations that SEP tests were stolen but couldn't give a substitute because the SEP test form is mandated by the school district.

Other widespread abuses, students say, were made possible by a relatively new classroom tool, the advanced calculator. Backed by education experts, Allderdice and other schools permit students to use calculators to compute and to make graphs during tests. But some sophisticated versions, including the model used at Allderdice, contain a programmable memory and an alphabet keyboard function.

For some Allderdice students familiar with the memory capability, the calculators have stored purloined test answers, formulas or definitions on which they were being tested.

"Calculators were always programmed with answers," says Robin Berlin. Other students agree. Robin, and honors students Maia Rutman and Emily Stricker say most students in one of their courses last year put into calculators formulas they were being tested on. Maia and Emily say they themselves did so. "The formula would be the crux of solving the problem. It would be vital information, but there were so many formulas," says Maia. "I guess I was cheating."

Old-fashioned cheat sheets also were sometimes concealed in the calculator's cover. "It's possible to line the cover with a sheet of paper and write all over it," says Nicole Kiger, a graduating senior. "You could fit the whole Constitution on it."

Awaiting mathematics tests last year in the classroom before the teacher entered, Rebecca Greenberg says, students including Lee Grinberg, Dan Galanter and Jonah Falek would check the multiple-choice answers stored in their calculators to make sure they matched. "You know, it would be like, A for the first, B for the second, C for the third," she says.

Lee's father says his son never did anything improper with a calculator and doesn't know how to use the memory function. The Galanters won't comment. Calls to the Falek family seeking comment were hung up on.

Outsmarting the Teachers

Allderdice students say they never knew what to expect when testing time approached. Alison Brown says that during physics tests last year, students often had notes they weren't supposed to have, and calculators with answers stored. Roy Buterbaugh, who taught the class, "was a very fine teacher," Alison says, but had very poor vision. Other people who know him describe him as "legally blind."

During the final exam last year, Alison says, boys who were not in her class walked in, sat down, had the test passed out to them with the other students and left. Mr. Buterbaugh never noticed they didn't belong in the class, she says. One of the boys, Alison adds, was Jonah Falek. She says that Jonah's class was scheduled to take the exam later, and that she reported the incident to another teacher. The teacher, who requested anonymity, confirms that Alison reported the incident to her but says she took it no further. Mr. Buterbaugh didn't return calls for comment.

In her sophomore-year algebra 2 class, Allderdice student Jennifer Levy says Lee Grinberg and others would take copies of tests off the teacher's desk before the teacher entered the class and consult on answers. Through his father, Lee says he didn't obtain copies of tests ahead of time. Mr. Grinberg also says Lee did so well on tests in the class that Jennifer Levy complained he was making it hard for her to get A's, since the tests were graded on a curve.

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Several Allderdice teachers also say they believe cheating is widespread. French teacher Frank Casorio says he suspected some students of cheating last year and felt "deceived on a scam level" by students in advanced French 4. "What I began to see is that some students' writing was much too good for their oral abilities," he says. He says some French 5 students told him they were being asked to steal their advanced grammar test, which was identical to the one used in advanced French 4.

"They demoralized me so badly that this year I elected not to teach" advanced French 5, Mr. Casorio says.

Joanne Meldon, an Allderdice mathematics teacher, says cheating at the school is so widespread that unusual defenses are called for. Once last year, Mrs. Meldon says she copied students' calculus tests and graded the copies. Handing the originals back the next day, she told them a headache had kept her from grading the exams. As she went over the correct answers, Mrs. Meldon asked, would the students grade the tests themselves? One-third of them altered their answers. When she produced the photocopies, she says, "students were flabbergasted and reduced to tears." Behavior improved somewhat after that, she says.

In geometry once, when she suspected wandering eyes, Mrs. Meldon says she distributed two versions of the same test to alternating desks in a checkerboard pattern. The tests were different, she says, but the differences weren't great enough to be noticed at a quick glance. Eight of 30 students had every answer wrong, and their answers matched the correct ones on the other version of the test.

Changing Grades

While teachers worried about cheating, some parents went beyond pressuring their children to excel, joining the competition for grades more directly. In the recent past, some found a friend in the principal, William Fisher, a 20-year veteran of the school. When Mr. Fisher retired last year, a farewell column in the Pittsburgh Press praised him because he would "prod and push and encourage students . . . to make something of their lives." Teachers and staff people say Mr. Fisher believed that to stay in his position he had to satisfy a key constituency—the professional and upper-middle-class parents with children in the top scholastic programs.

Irvin Topp, a chemistry teacher at Allderdice, was reading a local newspaper last year when he noticed a story saying that Beth Zasloff, a 1991 Allderdice graduate now attending Yale, had won a National Merit Scholarship. What particularly interested Mr. Topp was the mention of Beth's class rank at Allderdice: sixth. Mr. Topp had given Beth a C one semester in sophomore chemistry, and he knew no one with a C could place that high.

He remembered Beth's father had come to him upset, pleading that the grade be raised. With the school's permission, Beth had been taking an around-the-world cruise during the semester, and a tutor who was supposed to be on board hadn't shown up. Mr. Topp refused to change the grade. He said the excuse was weak and showed Joseph Zasloff his grading calculations.

After reading the article, Mr. Topp checked the grade on Beth's transcript: an A. He asked Mr. Fisher about it. Mr. Topp says that Mr. Fisher said he had changed it at the request of Beth's father "to help her win the National Merit Scholarship." Beth's mother wouldn't answer questions or provide a phone number for Beth. She referred questions to Mr. Zasloff, who was traveling in the Far East. Attempts to reach him were unsuccessful.

Mr. Topp calls the incident "the ultimate academic dishonesty. They didn't cheat on tests," he says, "they stole grades." He demanded an inquiry. Beth's grade was changed back, and Mr. Fisher received a reprimand from the school district. Mr. Topp says the district told him it would send letters explaining the matter to Yale and the National Merit Scholarship Corp., which makes the awards. But according to Mr. Topp, Dr. Faison, the deputy superintendent who conducted the inquiry, told him the institutions would simply be told it was a "clerical error" and wouldn't be given a full explanation, as Mr. Topp wished. Mr. Topp wrote letters to Yale and the scholarship organization, he says, but has received no reply.

Dr. Faison confirms the inquiry, and says it involved unauthorized grade changes of several students. She wouldn't say who altered the grades. She says a letter was sent to Yale, but doesn't know whether NMSC was notified. Yale and NMSC decline comment.

Mr. Fisher acknowledges he received a reprimand as a result of the inquiry. He says he gave Beth Zasloff "credit" for a cruise. He declines to respond to Mr. Topp's charges.

Irate Parents

Beth Zasloff isn't the only student whose grade was changed. According to George Schubert, head guidance counselor at Allderdice until 1988, Mr. Fisher changed between six and 12 senior class grades a year. Mr. Fisher says parents from each grade level appealed to him for grade changes three or four times a year.

Mrs. Meldon says two of her students' grades were changed by Mr. Fisher. One, she says, was for Joshua Berlin, a graduating senior (and no relation to Robin), who took calculus as a ninth-grader in a class where most students were 12th-graders. "He had parents who . . . wanted him to be a superstar," she adds.

Just before first-semester grades were issued in December, Mrs. Meldon says she received from Joshua's father, Gary, an "exquisite gift" – a Mont Blanc pen with a value of at least $125. "When the report card came out, his parents were irate" at her, says Mrs. Meldon. "I gave him a B."

Joshua had scored third-lowest of 60 students in his class on the final exam. But the Berlins disputed the B, and asked Mrs. Meldon to make it an A. They hired a Carnegie Mellon University professor to review her teaching, she says, and took their case to the gifted-students counselor at the school. Mrs. Meldon says she felt her job might be on the line. But the professor said her teaching was fine, and Mrs. Meldon says she believed the Berlins had given up. Last June, however, she got a call from the school system's central office asking why Joshua's grade had been changed to an A. After concluding that Mr. Fisher had changed it without good reason, Mrs. Meldon says, the school district changed the grade back to a B. Dr. Faison confirms that Joshua's grade was changed without adequate reason, but won't say

Please Turn to Page A5, Column 1

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In High School, Cheating Holds Sad Lessons

Continued From Page A4

who changed it.

A few weeks after the school board returned Joshua's grade to a B, Mrs. Meldon says, she received a note from the student asking her to change the grade back to an A. Says Mrs. Meldon, "I ripped that thing into a thousand pieces."

Neither Gary nor Rosie Berlin, Joshua's parents, will answer questions about grade changes involving their son. Mr. Fisher won't comment.

There were other special interventions. Richard Blough, a science teacher at Allderdice, says he recently changed the conduct grade of a student from unsatisfactory to satisfactory after Dr. Gutkind approached him on behalf of a member of Pittsburgh's school board. Mr. Blough says the request was made so the student could be admitted to the National Honor Society. Mr. Blough won't name the student and says he doesn't know who the board member was.

Dr. Gutkind acknowledges that "there was a school-board member who talked to me about that" but says he doesn't think it is "inappropriate for a school-board member to ask for more information about a situation. If he had come with a specific request without having all the information," Dr. Gutkind says, "it would border on inappropriateness. That hasn't happened here."

Issues of academic integrity, although discussed in the rumor mill at the school, became public on the evening of Jan. 27, at a heated meeting of about 70 students and parents that followed Lee Grinberg's KDKA award ceremony. At the meeting, several students told of cheating they had seen – including some of the cases described above – although usually not mentioning names. Much of the meeting was devoted to the March 1991 SAT test.

The meeting was conducted mainly by Paula Sabloff, a parent who had written Dr. Gutkind about cheating in September 1991. She says several parents challenged her authority to conduct the meeting.

The meeting resulted in the beefing up of an academic-integrity committee at the school. The committee's final report, completed toward the end of the school year, calls for such things as erasing calculator memories before tests, keeping tests secure and giving different versions of tests when possible. The committee also recommended posted honor rolls omit grade point averages, a change Dr. Gutkind calls likely.

As the class of 1992 graduated from Allderdice on June 18, there was little evidence of the war among them. In his valedictory, Lee Grinberg spoke of the balance between personal goals and social responsibility and thanked friends for their support. "When times are tough, and your back is against the wall, it's nice to know you have good friends to help you be strong," he said. Afterward, he exchanged high-fives with some friends and hugged Dan Galanter.

The Greenbergs say they're still angry. They have hired a lawyer and written the school board, asking for an independent inquiry of the March 1991 SAT test. If they don't get one, they're threatening to sue the school district to compel it to investigate. They say that the earlier inquiry into the incident was slipshod, and that Taylor Allderdice shouldn't be allowed to give the exam for a period. They say they aren't seeking punishment for the boys. The school board says it has done what it can, and further appeals should be to ETS.

The Greenbergs also want vindication for their daughter. As word of Rebecca's charges spread and no findings were made against the boys, she was ostracized at school as a squealer, Rebecca says, with people moving away from her in the cafeteria or calling her "bitch" in the hall. Dr. Greenberg says Rebecca started losing weight. People began telephoning the family anonymously in the middle of the night, sometimes using obscenities, sometimes hanging up without saying a word.

Lee Grinberg also has been distressed, says his father. Mr. Grinberg says his son's enjoyment in being co-valedictorian is gone, and Lee is under much stress. Mr. Grinberg has also retained lawyers, who have written the Greenberg and Sabloff families, accusing them of a campaign to smear Lee, and threatening to sue unless they stop.

In one of her essays for college admission, Rebecca Greenberg described her effort to be heard about the SATs as a wrenching one. "The incident taught me a great deal, some of which, I guess, I would rather not know," she wrote. "I have learned that honesty and integrity are sometimes in short supply. I have seen firsthand the awesome powers of peer pressure and the pull toward conformity . . . But I am glad to have found the strength to act. This time, anyway."

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How It's Done

Early this past year, at the request of a teacher, five Taylor Allderdice seniors sat down to describe cheating they had seen in various classes. The following is what they wrote. CAS classes are most difficult, PSP classes one rung lower.

- **Accounting:** Money for homework.
- **Biology 1 CAS** [Centers for Advanced Study]: Open cheating; talking during tests.
- **Chemistry 1 CAS:** Could program multiple-choice answers into calculators and then pass it on to people in the next class.
- **Chemistry 1 CAS:** People copied essays into the calculator before the test for use during the test.
- **Chemistry 1 PSP** [Pittsburgh Scholars Program]: People would pass notes with the answers on them in class and people in later periods would have cheat sheets with answers.
- **Elementary Functions CAS/PSP:** Formulas and multiple-choice answers were programmed into the calculator. Teacher knew of this, but did not stop it because of legitimate programs.
- **French 3 CAS:** People who take make-ups in class can easily receive answers from other students.
- **French 4 CAS:** Would ask people in French 5 to steal tests and would take French 5 tests for use because they took the same test.
- **Geometry CAS:** People would literally talk to each other during tests.
- **Physics 1 CAS:** First period would give answers to the later periods, especially since it was open notebook; people would have the answers in their notebooks.
- **SATs:** Tests were handed out early, people looked words up in the dictionary and asked others for meanings, look things up during break and went back to other tests.
- **Spanish 2 CAS:** People would have the books open during the tests and would blatantly cheat by talking.
- **U.S. History AP** [Advanced Placement]: For [citywide] SEP and regular tests if [the teacher] was late to class, people would run up to desk and copy the answer sheet.
- **World Cultures CAS:** Were allowed to check their own tests or a friend's test.
- **Also:**
  - –Labs, reports, tests and notes from other years are being sold.
  - –Multiple-choice tests have been stolen.
  - –Make-ups in the hall with other students and book bags.

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Plagiarism Is Rampant, A Survey Finds

OXFORD, Ohio — Students submit plagirized work as their own far more often than might have been suspected, a survey of students here has found.

The results, released last week at Miami University of Ohio, showed that 91.2 percent of the students said that they had plagiarized their class work. Jerold Hale, an associate professor, and two other members of the communications department surveyed 234 students in introductory courses, which 40 percent of all students are required to take.

Freshmen through seniors in all the university's colleges and schools were questioned.

The survey asked five questions. To the first, "Have you ever plagiarized work for college classes?" 72.1 percent of the students answered yes. From the four other questions, including, "Have you ever quoted information in a paper directly without noting or citing it?" and, "Have you ever included misleading references in a bibliography or source page?" the organizers calculated the 91.2 percent figure.

"There is a significant problem because many students believe that what they are doing is not plagiarism," Mr. Hale said.

The survey, administered last semester, is the third Mr. Hale has organized.

The University of California at Los Angeles, in a project with the American Council on Education, recently released the results of a similar study that sampled 200,000 students. The study found "a little more than 30 percent had plagiarized work in the last year," Mr. Hale said.

"The problem is that people don't see it as a problem so nobody has done anything go remedy it," Mr. Hale said.

Role of 3 'Predictors'

His study began at the University of Hawaii, when, he said, he found students in a class who were plagiarzing. "My second study compared Miami students to other schools and found little difference," he said.

The new study found three "predictors" that might help determine whether a student will plagiarize. The first is the attitude toward plagiarism. "Many students believe it is

Continued on Page 37

Miami of Ohio

Continued From Page 36

bad and unethical," Mr. Hale said. "But they do it anyway."

The second is how the student perceives he might be caught, and the third is study habits. Those with poor habits tend to plagiarize, Mr. Hale said.

Few students were taken aback by the study. Christie Humphrey, a senior political science major from Poland, was not surprised. "Not when I walk into a test and see so many people cheating," Miss Humphrey said. "That's how they got through high school, and now it's how they'll get through college."

Availability of Materials

Matthew Burton, a freshman history major from Richmond, Ind., said he had never thought himself guilty of plagiarism. But after answering questions similar to those in the survey, he found that by the survey's standards he had plagiarized.

"Plagiarizing in my terms is copying someone else's work word for word," Mr. Burton said. "I've padded my biblingraphy with sources before, because a certain number were required. But I still don't think that's plagiarism."

Miss Humphrey said part of the problem was that all tests and syllabuses were available through "test files" of fraternities and sororities, as well as through professors who catalogue materials.

"Students think they can get away with it, and they're right," Mr. Burton said. "A professor who has 90 people in a class is not going to have time to check every bit of information on every page of a 10-page paper. That's 900 pages."

Mr. Burton added that only peculiar information could tip off a professor. "Many students are good at plagiarism," he said, "and they can do it in a way that makes it indistinguishable from their own writing."

"It's an epidemic hurting 30 percent of the student population across the country," Mr. Hale said. "And something needs to be done very soon."

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4 of 5 students admit cheating

The Associated Press

WASHINGTON — Cheating is pervasive among the nation's top high school students, says a survey of juniors and seniors with at least a B average. Nearly 80 percent admitted some dishonesty, such as copying someone else's homework or cheating on an exam.

The survey by *Who's Who Among American High School Students* covered a wide range of topics and found that principals have a lot more to worry about than providing students a good education. "High school is a very dangerous place today," *Who's Who* publisher Paul Krouse said on Tuesday.

The 24th annual Survey of High Achievers, completed during the 1992-93 academic year, found that among the 1,957 students questioned:

- One in five of the females had been victims of sexual assault, in most instances by people they knew. In one-third of the cases, the assailant was another student.
- One in three knew someone who had brought a weapon to school.
- Forty-two percent of the males had access to firearms.
- More than half reported frequent fights between students. Five percent said there had been a shooting on school grounds, and 7.3 percent reported a knife fight.
- One-third had considered suicide.

The survey also found that teen-agers had a "startling lack of responsibility about their physical welfare. AIDS doesn't scare them. Pregnancy does, but not enough to make them take precautions consistently. And drinking is a way of life, even behind the wheel."

Krouse said there is a sense of invulnerability during the teen years, the belief that "it can't happen to me."

That might partly explain the high rate of cheating. Krouse said students might think, "I'm not going to get caught, so what's the harm, what's the danger, what's the risk?"

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CLASS OF '92

ETS Tries to Discourage Cheating With Help of Statistics and Tipsters

By Gary Putka
Staff Reporter of The Wall Street Journal

To keep students honest on the Scholastic Aptitude Test, or SAT, the Educational Testing Service relies on tipsters, employs its own security staff, scrutinizes implausibly high scores and scans electronically for answer patterns. The private, nonprofit testing company, which gives SAT exams to 1.8 million students a year, takes pride in its security system and says it has never lost a court fight over a canceled score.

But critics say ETS's methods are flawed. Because the company relies so heavily on statistical analysis, these critics charge, witnesses often are discounted. Alternatively, ETS's use of numerical comparisons can lead to canceling a student's score even when nothing suspicious has been reported.

"The numbers become more important than the people involved," says Robert Shaw, an aide to the New York state senate's higher education committee, which oversees that state's legislation concerning testing.

In the year ended June 1991, ETS investigated some 3,200 cases of possible cheating on its SATs and achievement tests. Of these, 1,400 scores were investigated because of large differences from previous scores; another 1,400 were looked at because of proctors' reports; and about 400 cases came in through other channels, such as letters like the ones from Taylor Allderdice students. That year, ETS invalidated about 900 SAT scores.

In the case of Taylor Allderdice, ETS had statements from two students. One student gave most of her description in a statement from her mother, Janelle Greenberg. Dr. Greenberg, a University of Pittsburgh professor, says ETS told her it would take no action because it found no "statistical aberrations" or evidence that anyone's scores went up that much.

Irving Braude, who heads the ETS Special Panel that looked into the Greenbergs' charges, says ETS relied on a statement from the high school, which contained the account of the proctor in the room. Mr. Braude also says "one or more" of the accused students canceled their test scores within days of taking the test.

"We have the responsibility . . . to make sure the scores we report are valid, that they reflect students' abilities," says Mr. Braude. "We don't try to establish whether cheating occurred or not."

As a result of the inquiry, Mr. Braude says, ETS observed administration of the June SAT at Allderdice, and has been working with the school to improve testing conditions.

Even critics concede that ETS's methods are often effective. In one recent case, ETS uncovered a "time zone" cheating ring in which an East Coast test taker passed questions and answers to friends in the West. In another case, a Maryland grand jury recently indicted 18-year-old Lawrence H. Adler and another teen-ager on perjury charges in an SAT-related case. Mr. Adler had sued ETS for disallowing his SAT scores. After testifying that he had taken the test last November, Mr. Adler publicly admitted he had paid someone to take it for him.

John Bell, an attorney for Mr. Adler, says his client is "remorseful about the whole situation."

ETS places so much emphasis on numerical comparisons that it sometimes disregards proctors' reports. In one recent case, ETS disallowed the 1,040 score (of a 1,600 maximum) of Brian Dalton, from New York's Queens borough, based on what it said was a statistically improbable 410-point gain from his previous SAT score, and handwriting samples that allegedly didn't match. The Dalton family has sued ETS. In court, ETS produced no testimony from people in Brian's testing room, although the proctor and others in the room say he took the test. A decision in the suit is expected later this year.

ETS says when it disallows a score, it is not accusing anyone of cheating, but simply saying the evidence suggests the scores aren't valid. Test-takers are given the option of retaking the test, canceling the score, reporting the score to colleges with an explanation, or not reporting it.

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For a Dean at Boston U., a Question of Plagiaris

By FOX BUTTERFIELD
Special to The New York Times

BOSTON, July 2 — At his commencement speech in May, the dean of Boston University's College of Communication delivered a sharply worded attack on the decline of morality in American culture to an audience of more than 1,000 fledgling journalists and their families. But in his speech the dean repeated, virtually word for word, portions of an article by a PBS film critic.

A videotape of the speech, on sale by Boston University, shows that the dean, L. Joachim Maitre, copied the underlying theme and about 15 paragraphs from an article by Michael Medved, of the Public Broadcasting System's program "Sneak Previews." The article was first published in the February issue of Imprimis, a scholarly journal put out by Hillsdale College in Michigan. The college has since reprinted half a million copies, and parts have been excerpted in The Wall Street Journal and Reader's Digest.

At no point on the tape does Mr. Maitre mention Mr. Medved or indicate that the ideas were not Mr. Maitre's.

The Center of Controversy

Mr. Maitre, a 57-year-old former East German fighter pilot who is an outspoken conservative, was said by his administrative assistant to be in Malaysia and unavailable for comment. He has been at the center of several disputes at Boston University since joining the faculty in 1984, and has been accused by other faculty members of abandoning journalistic objectivity for political involvement.

John R. Silber, the university's president, who appointed Mr. Maitre as dean in 1987, said today that he would make no judgment on the "charges of plagiarism" against Mr. Maitre until he returned from abroad and was given "a full, fair and dispassionate opportunity to defend himself."

In a brief written statement Dr. Silber did not contradict the charges, first made today in an article in The Boston Globe. Last year, while Dr. Silber was unsuccessfully for governor of Massachusetts, as the Democratic [illegible] he often criticized [illegible] praising [illegible]

At the eye of the storm: about 15 paragraphs from a movie critic.

[illegible] abuses are shunned.

Mr. Medved starts with an examination of the film, "The Cook, the Thief, His Wife and Her Lover." He recounts several violent and sexually explicit scenes and condemns the film for its unrelieved "ugliness, horror and depravity at every turn."

Mr. Medved then says it is no longer fashionable to talk about the content of art. "The politically correct, properly liberal notion is that we should never dig deeper," he says.

In his commencement address Mr. Maitre said in recently saw the same film and described the same scenes, using almost exactly the same words. He criticized the film for its "unrelieved ugliness, horror and depravity at every turn."

"I call it a war against standards," Mr. Maitre added. "The politically correct, properly liberal notion is — liberal in the sense of having no standards — is that we should never dig deeper to consider whether a given work is true."

Biden Incident Recalled

Mr. Medved said in a telephone interview that he had never heard of Mr. Maitre and was "stunned" that someone would copy an article that had been so widely printed.

"It's the kind of thing that people in conservative circles would expect from a Joe Biden instead of one of their own," he said in a telephone interview. Joseph R. Biden Jr., a liberal Democratic Senator from Delaware, acknowledged in his campaign for the Democratic Presidential nomination in 1988 that he had borrowed passages in his speeches from [illegible] by a British politician. His withdrawal from the race followed [illegible] Mr. Biden's [illegible]

[illegible] accused of plagiarism [illegible]

Faculty members at the College of Communication were cautious today in speaking out publicly, but one professor, speaking on the condition of anonymity, said, "This is going to injure the reputation of the school."

Mr. Maitre was criticized earlier in his career at Boston University for helping make a video of the contras fighting Nicaragua's Marxist government; the film was later used in Congress on behalf of the Nicaraguan rebels.

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What He Meant to Say . . .

Selection of quotes from Michael Medved and H. Joachim Maitre. Differences in Maitre's speech are noted in **bold type.**

Excerpts from Medved are from his February article "Popular Culture and the War Against Standards," in Imprimis, published by Hillsdale College in Michigan.

The excerpts from Maitre are from his May 12 commencement address to the Boston University College of Communication, which the school videotaped and is offering for sale.

MICHAEL MEDVED	H. JOACHIM MAITRE
"Apparently some stern decree has gone out from the upper reaches of the Hollywood establishment that love between married people must never be portrayed on the screen. . . . The top grossing film of 1990 was 'Ghost,' one of a series of sex-after-death fantasies that the movie industry has churned out in recent years. In this crafty tear-jerker, the film makers seemed to make a point of the fact that the central couple, connected by a love so deep that it survives into the afterlife, have never taken the trouble to get married."	"Apparently, **some stern advice has come** from the upper reaches of the Hollywood establishment that love between married people must never be portrayed on the screen. The top-grossing film of 1990 was 'Ghost,' one of the series of sex-after-death fantasies that the movie industry has churned out in recent years. In this crafty tearjerker, the film makers **seem** to make a point of the fact that the central couple, connected by a love so deep that it survives into the afterlife, **of never taking** the trouble **of getting** married."
"As part of the continuing struggle we must do more than protest the bad; we should also begin promoting the good. . . . Keep in mind that the entertainment industry is one area of endeavor in which a few gifted individuals can still make an enormous difference. The American people have shown that they are ready to respond when given the opportunity, as witness the utterly unexpected, $100 million success of a wholesome, life-affirming project like 'Driving Miss Daisy.'"	"As part of the continuing struggle, we must do more than protest the bad, we **must fight it actively. As we can do that.** . . . Keep in mind that the entertainment industry **is one industry, in** one area of endeavor in which a few gifted individuals can still make an enormous difference. The American people have shown that they are ready to respond when given the opportunity, as witness the utterly **successful film, bringing in $100 million recently,** 'Driving Miss Daisy.'"

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The Generals

PREMIERE, From B1

ured after the performance, gave the cast his que: thumbs up.

dging by the applause, his opinion was shared st night's audience, including Powell's wife, Gen. Benjamin O. Davis, who led the Black s during World War II and went on to be the first black general in the Air Force;

can just see them back in se days, fighting regation, saying, 'We fly! Give us a chance.'"

—Gen. Marcelite Harris

Chuck Robb (D-Va.) and Alan Simpson (R- FBI Director William Sessions; Anna Pe- ess secretary to Barbara Bush; and perhaps shest critics of all: 25 members of the Tus- Airmen.

n't pretend to be a theater critic," said lut he said, it's the salty language that "one associate with the service."

just a minute there, senator.

p Lee, president of the Airmen's East hapter, begs to differ.

is a flight instructor," said Lee. "I *never* nguage like that. That's *today's* language. I ed it then. Still don't."

settled, the airmen, wearing bright red basked in their new-found recognition. y, which was first presented in New Jer- year, is getting national attention. And Lucas, director of "Star Wars," is planning the story to the screen.

ong overdue," said Davis, who just pub- n autobiography about his experiences. first time I'm standing before audiences

Gens. Marcelite Harris and Colin Powell last night.

and discussing some of the events of my life that weren't too happy at the time, but carry a lesson for some of the people who don't know about it."

Ira O'Neal served under Davis during the war. "He was our godfather," he said. "We were just young fellas. Our ears weren't even dry yet. He's the one that really set us on our way."

"They all still have a tenacity about them," said Brigadier Gen. Marcelite Harris, who was named the first black woman general last year. "I can just see them back in those days, fighting segregation, saying, 'We can fly! Give us a chance.' They wanted to bomb the hell out of the enemy."

Harris, like Powell, was also out of uniform last night. Some special reason, perhaps, in honor of the airmen?

"I don't know about the chairman," said the Air Force general, wearing white pearls and bugle beads under her white fox coat. "But I really wanted to wear a drop-dead gorgeous outfit."

Bettelheim Accused Of Plagiarism

Associated Press

SAN FRANCISCO, Feb. 6.—The late Bruno Bettelheim, a pioneer in treating mentally disturbed children, plagiarized the work of another scholar in his popular book about children and fairy tales, a noted folklore expert said today.

Bettelheim took whole passages of "The Uses of Enchantment" from a book by psychiatrist Julius E. Heuscher but did not give him credit, said Alan Dundes, a professor at the University of California at Berkeley.

Dundes, an admirer of Bettelheim, said he was "devastated" by his inadvertent discovery and fears it could diminish the importance of the famed child psychoanalyst's work.

But Heuscher said he was "very skeptical" about Dundes's allegation. When he read Bettelheim's 1976 book, Heuscher saw similarities to his own 1963 work but didn't think his work had been lifted.

"There were some areas where we were thinking similarly about some of the tales. [But] I had the feeling he happened to think the same way I did," said Heuscher. What he himself wrote "was not particularly original," Heuscher added.

But Dundes said there were too many instances of important parallel passages for them to be coincidental or an example of two people arriving at the same conclusion.

Bettelheim, a student of Sigmund Freud and survivor of Nazi death camps, killed himself last March in a Maryland nursing home at the age of 86. His doctor said he had been depressed since suffering a stroke a short time earlier.

Bettelheim taught that violent fantasies are part of a healthy child's psychology. In "The Uses of Enchantment," he argued that fairy tales represent the struggle for identity children wage against their parents.

The book, which won the National Book Award and the National Book Critics Circle Award, is probably the best-known book to take a psychoanalytic study of fairy tales, said Dundes.

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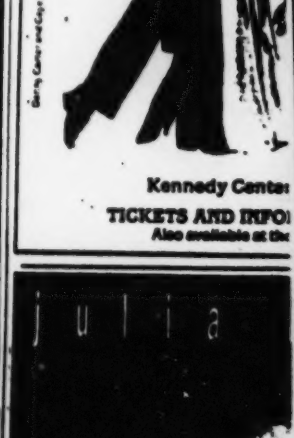

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GUIDE TO THE LIVELY ARTS

THURSDAY, FEBRUARY 7, 1991

ATRE

Shakespeare Theatre at the Folger

FUENTE OVEJUNA

The Kennedy Center Theater Lab Cabaret

Tonight at 8

MURDER ON THE WATERFRONT

MUSIC ORCHESTRAL

The Kennedy Center Concert Hall

Tonight & Tomorrow at 8:30

Sat., Feb. 9, at 8:30 pm

Cates Restaurant & Jazz Club

JOHN FRIGO & BUCKY PIZZARELLI

What Rhymes With, uh, Plagiarism?

By WILLIAM GRIMES

David Sumner is not a famous name in the world of poetry. Neither is he unknown. Like hundreds of other people, he has had reasonable success in placing work in tiny poetry reviews, most of them published at lesser campuses, and from time to time he has managed to break through to midlevel publications.

Mr. Sumner does stand out from the struggling poetry pack in one important respect, however.

He doesn't exist.

For a brief but impressive run that lasted from 1990 to late 1993, 59 poems by "David Sumner" appeared in 36 literary journals, and 12 others had been accepted for publication. That success rate becomes more understandable considering that many of the poems were lifted wholesale from the published work of other poets and simply adorned with new titles.

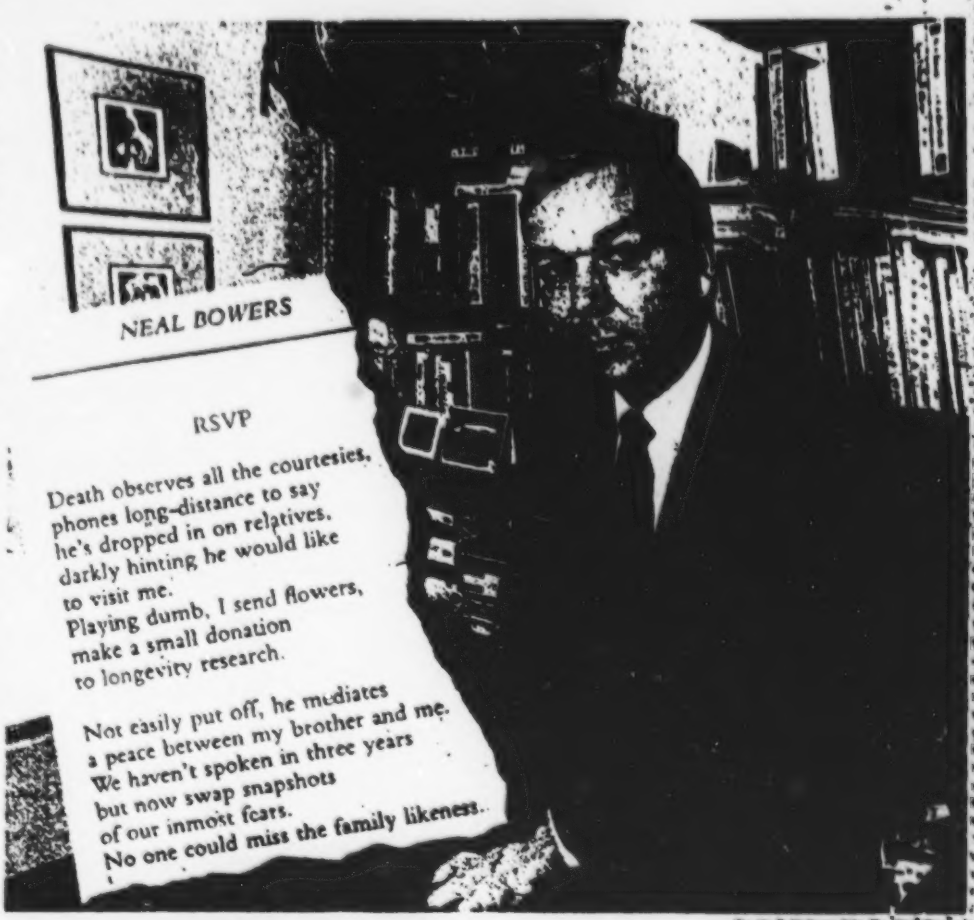
Mr. Sumner plagiarized the work of at least five poets (only 14 of the 59 poems have been matched with the originals so far), but he specialized in the work of Neal Bowers, a poet and teacher at Iowa State University and until recently the editor of Poet and Critic magazine. And that was his mistake.

In the fall issue of The American Scholar, in an anguished, angry article titled "A Loss for Words: Plagiarism and Silence," Mr. Bowers has outlined his two-year quest to track down Mr. Sumner and put a stop to the man he calls "the Ted Bundy of the poetry world."

Mr. Bowers first learned that his work had been plagiarized in January 1992, when he received a telephone call from Carrie Etter, the editor of Out Loud, a monthly poetry calendar and review in Los Angeles. She informed him that his poem "Tenth-Year Elegy," which had been published in the well-known journal Poetry in September 1990, had shown up, under the title "Someone Forgotten," in the December 1991 issue of the Mankato Poetry Review. The author of the poem was identified as Mr. Sumner, who, the contributor's note stated, lived in Aloha, Ore., and had published poems in the Hawaiian Review, Puerto del Sol and Mississippi Review.

His suspicions aroused, Mr. Bowers enlisted his wife, Nancy, and the two began leafing through stacks of poetry periodicals in his office to see if Mr. Sumner's name turned up. It did.

"I'll bet it wasn't 15 minutes into it before we found the plagiarism of Mark Strand's 'Keeping Things Whole,' a famous poem," Mr. Bowers said in a telephone interview. "We said, 'Uh-oh.' "


NEAL BOWERS
RSVP
Death observes all the courtesies,
phones long-distance to say
he's dropped in on relatives,
darkly hinting he would like
to visit me.
Playing dumb, I send flowers,
make a small donation
to longevity research.
Not easily put off, he mediates
a peace between my brother and me.
We haven't spoken in three years
but now swap snapshots
of our inmost fears.
No one could miss the family likeness.

Charles R. Rotkiewicz for The New York Times

Neal Bowers, whose poem "R.S.V.P." was published in Poetry magazine, says his work has been plagiarized by someone calling himself David Sumner, at least in The Laurel Review, with "The Visitor."

Mr. Bowers began calling and writing editors at poetry journals to warn them of possible submissions by Mr. Sumner, and gradually, as he received responses, a dossier began to build, and the facts about the mysterious Mr. Sumner gradually emerged.

The chronology of the plagiarist's activities, assembled by Nancy Bowers, now runs to nearly 60 pages. It begins with the first known poems published under Mr. Sumner's name, in spring 1990, and runs to the fall of 1993, when Mr. Sumner made his last known appearance in print, in Writer's Journal.

A survey of various contributors notes yielded this profile of Mr. Sumner: he was born in Belfast, lived in England until the age of 11, held a master's degree from Pacific University and had studied poetry with William Stafford.

He certainly had made a close study of two short poems by Mr. Bowers, "Tenth-Year Elegy," a trib-

Continued on Page C20

David Sumner

The Visitor

The sky is shrouded, and death observes
all the courtesies, phones long-distance
to say he's dropped in on relatives,
darkly hinting he would like to visit me.
Playing dumb, I send flowers and make
a small donation to cancer research.

Not easily put off, he mediates a peace
between my brother and me. We haven't spoken
in three years but now swap snapshots
of our buried fears. No one could miss
the family likeness.

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Citing Plagiarism, Publisher Drops Book

By David Streitfeld
Washington Post Staff Writer

Ballantine Books said yesterday that it is halting all efforts to sell or promote "Cranes' Morning." The well-received literary novel about a village in Bengal plagiarized a 1956 saga set in a small English town, the publisher said.

The author, Indrani Aikath-Gyaltsen, apparently took a copy of "The Rosemary Tree" by Elizabeth Goudge, switched the locale to India and the religion to Hindu, and lifted nearly everything else.

"It's so blatant it's shocking," said Claire Smith, the U.S. agent for the Goudge estate. The estate is pressing the publisher to go one step further and recall all copies of "Cranes' Morning."

Aikath-Gyaltsen died late last year, just as the novel, her second, was being published. Goudge, who gave a strong religious emphasis to her domestic dramas, died in 1984. None of her works is readily available in this country, but she is still a viable force in Britain.

"The Rosemary Tree" begins like this: "Harriet at her window watched the gulls with delight. It meant bad weather at sea when they came up-river, and she had known when she woke this morning in the waiting stillness, and had seen the misted sky, that the only spell of fine weather was going to break in a gale . . ."

"Cranes' Morning" provides rather more than an echo: "Old Vidya sat at her window and watched the cranes with delight. It meant bad weather on this plateau when they came from the east and she had known, when she woke this morning in the waiting stillness and had seen the misted sky, that the long spell of fine weather was going to break in a rainstorm."

The Concord Monitor in New Hampshire broke the story Saturday, alerted by a local school librarian who had noticed the extensive parallels. "There's a one-in-a-million chance people would have read both books," the librarian, Kathy Frasier, told the Monitor, but apparently things were beginning to unravel anyway. Last month, a woman in Canada contacted the Goudge estate, pointing out the strong resemblance between the two works.

Aikath-Gyaltsen, a freelance journalist who owned a hotel in Darjeeling, once seemed to be headed for an impressive literary career. Her first novel, "Daughters of the House," was hailed as "a wondrous accomplishment" by novelist Amy Tan, while Publishers Weekly said she "dissects domestic life with the gimlet precision of Jane Austen." Reviews of "Cranes' Morning" were practically ecstatic. In a phrase that now seems prescient, Edward Hower wrote in the New York Times that this is "a countryside you suspect you may have visited before."

The cause of Aikath-Gyaltsen's death hasn't been reported in this country, which allowed the Concord Monitor to float the notion of suicide. Ballantine Editor in Chief Joelle Delbourgo, who corresponded with the novelist shortly before her death, said she didn't know any details.

"There's no way we can speculate what caused her to do this," Delbourgo added

ANN LANDERS

DEAR ANN LANDERS: Please tell the parents of newborns that if their baby is miserable most of the time, they need to *ask questions*. My baby was born premature by emergency Caesarean. He was a mess—tremors, arms and legs flailing, tongue thrusting, back arching and vomiting after every feeding.

In the hospital, I paced back and forth to the nursery. Thirty-some babies were being cared for in routine fashion. My child was wired to technology through plastic umbilical cords, screaming for hours on end.

Day by day I saw newborns go home in their mothers' arms. I went home with empty arms and a thousand questions. After two weeks I was finally permitted to take my baby home. I could then see some symptoms I had missed in the hospital. Mothers who are with their children 24 hours a day see more than a doctor can in an office visit.

I pleaded, "What's wrong?" The doctor would only say, "Close the door and let him cry—he's turning you into a nervous wreck."

I took my baby to a second pediatrician who instantly referred us to a neurologist. The diagnosis? Cerebral palsy. The treatment is occupational, speech/feeding and physical therapy beginning at 3 months of age. We learned special positioning techniques. After 15 months of therapy, our child's symptoms showed great improvement.

Early intervention opened up the world for him. Today, he is an outstanding Little League player.—Seattle Mom

Dear Seattle Mom:

Thank you for a letter that is sure to be a tremendous help to readers who are concerned about their babies and have no idea what is wrong. As your letter proves, some doctors are not as well-informed as they should be.

Although not all body movement disorders turn out to be cerebral palsy, physical therapy can still be helpful and early intervention can make a huge difference, whether the case is mild or severe.

Here are some of the early symptoms to look for: Poor head control after 3 months; stiff or rigid arms or legs; pushing away or arching back; floppy or limp body posture; cannot sit up without support by 8 months; uses only one side of the body or only the arms to crawl; extreme irritability or crying; failure to smile by 3 months; feeding difficulties; persistent gagging or choking when fed; tongue pushes soft food out of the mouth after 6 months.

Any reader who recognizes these symptoms should write for guidance to Pathways Awareness Foundation, 123 N. Wacker Dr., Chicago, Ill. 60606. You will receive some valuable information free of charge. Please enclose a long, self-addressed, stamped envelope.

I also recommend Exceptional Parent, a magazine for families of children with disabilities. It costs $24 for 12 issues ($30 in Canada). For subscription information, the toll-free number is 800-247-8080.

DEAR ANN LANDERS: My brother, who was 82, recently died. I was very close to "Edward," and although he wasn't much of a scholar, he worked hard all his life, was a good family man and had excellent character.

I can't understand why his wife told the minister that Edward had a favorite Walt Whitman poem, which was read at the service. I'm sure my brother never knew who Walt Whitman was. When I asked his wife about this later, she said, "I wanted him to look smart."

There was no need to be, Ann. She could have left out the poetry, and Edward would have looked just as good. Why do people feel the need to do this? I hated the pretense, and my brother would have hated it even more.—Loving Sister in Jacksonville, Fla.

Dear Loving Six:

Don't be so hard on Edward's wife. She meant well, and no harm was done.

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PG-13
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THE ROMANTIC COMEDY AMERICA IS FALLING IN LOVE WITH!
Four Weddings and a Funeral
R

KATHLEEN TURNER
"UPROARIOUS... KILLINGLY FUNNY..."
—Peter Travers, ROLLING STONE
SERIAL MOM

"HYSTERICAL....A LOT OF LAUGHS."
COPS & ROBBERSONS
PG

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pped on Jan. 9 udge issued a it, in response roup of immi- the past, the e been filing im at the Har- been free to to Miami. s out Feb. 20. igration serv- he aliens as it th new proce-

panel today, the head of the Justice Department's criminal division, Edward S. G. Dennis, argued that Judge Gesell had refused to provide adequate means for the Administration to protect national security at the trial.

He stressed that Mr. North's lawyers had said that as part of their client's defense, they intended to make public large volumes of classified information in their client's defense.

The lawyers have argued that state secrets "permeate" the case against Mr. North, the former White House aide who oversaw the sale of arms to Iran and used the proceeds from those sales to finance a guerrilla war in Nicaragua.

Mr. North, a former Marine Corps lieutenant colonel, faces 12 criminal

school, described how she and her pupils huddled on their classroom floor as shots were fired across the schoolyard and the shadow of the gunman, Patrick Edward Purdy, crossed back and forth across their window.

"We hoped that he would not notice that we were there and that he would maybe think that we were at recess too," she said. Since then, she said, her students have been troubled by nightmares and fear of strangers and she has become distrustful and winces at unexpected sounds.

Gun groups are fighting the bill on the ground that it would outlaw not only assault rifles but wooden-stocked hunting rifles as well. In fact, there is no functional difference between the two, Edward Conroy, acting deputy associ-

murder today in the shooting and strangulation deaths of 14 family members and recommended that he be sentenced to die for the killings.

Judge John S. Patterson of Johnson County Circuit Court accepted the recommendation and set an execution day of March 16 for R. Gene Simmons. The jurors could have recommended life imprisonment with no parole.

Mr. Simmons, 48 years old , has already been sentenced to die for the slayings of two people during a 40-minute shooting rampage on Dec. 28, 1987, in Russellville. After his arrest, authorities searching his home near Dover found the bodies of Simmons' wife, his seven children, two of the children's spouses, and four grandchildren.

The New York Times/ Bill Stover

iding in the ruins of the New Bethel African Methrch near Alton, Ill. In less than a year, the little years ago by freed slaves, has been burned twice at church members say is racial violence.

tion to the pro- rights amend-

dn't burn down wis Dreith, gen- dio station that er the first fire. ds, a couple of roblem for the urch. It's one of the community e for it."

dom, Stayed

it on the site of a nd Railroad, the es for slaves es- Several freed lies settled and and built their

Some say the real tragedy was the apparent disregard for the church's history. "If someone burned down Lincoln's cabin, people would have had a fit," said the Rev. George Wadleigh, director of the Alton Area Alliance of Religious Leaders, who is white. "They'd say, 'This is our heritage.' Well, this is history, too."

Now there is little left of the church but twisted wire and burned wood, blackened tiles stacked up waiting to be placed on the ceiling and a charred furnace that had never been lit.

The racial hatred continued even as the congregation tried to raise money to build the church a third time. On the day of a rally in support of the church that attracted people from surrounding states, somebody spray-painted the road leading to the church with the words "KKK" and "Burn again."

Doctor Forced Out for Plagiarism Is Reappointed to Hospital's Staff

By DANIEL GOLEMAN

An eminent psychiatrist who admitted plagiarism and was forced to resign as director of a hospital affiliated with the Harvard Medical School has been reappointed as a staff psychiatrist at the hospital.

The doctor, Shervert H. Frazier, stepped down last November from McLean Hospital, one of Harvard's primary teaching hospitals, after it was discovered that large sections of articles he wrote in scholarly journals and textbooks in the 1960's and 1970's had been taken verbatim from other sources.

The trustees at McLean, a 328-bed psychiatric hospital in the Boston suburb of Belmont announced Thursday that Dr. Frazier was being named a staff psychiatrist, with full privileges to admit patients, but that he would not resume his former administrative role.

The recommendation to reappoint him was made by the hospital's general executive committee, a group of senior professionals and administrators that oversees all staff appointments.

'Distinguished Service'

"Dr. Frazier has provided distinguished service not just to McLean but to the community at large, and the trustees anticipate he'll continue to do so," said Ernest M. Haddad, secretary and general counsel of Massachusetts General Hospital, with which McLean is affiliated.

Dr. Frazier, 67 years old, was director of the National Institute of Mental Health from 1984 to 1986 and is one of the nation's most prominent psychiatrists. After his resignation, many other psychiatrists came to his defense, arguing that the penalty was too harsh. They noted that the plagiarism occurred in the writing of review articles that did not purport to present original scientific data.

The plagiarism was discovered by a graduate student at the University of Rochester. The discovery led to an investigation by officials of the Harvard Medical School.

Dr. Daniel Tosteson, dean of the medical school, asked Dr. Frazier to resign both from the staff at McLean Hospital, where he was general director and psychiatrist in chief, and from his faculty position as professor and

Associated Press

Dr. Shervert H. Frazier, who has been reappointed as a staff psychiatrist at a hospital from which he was forced to resign as director because of admitted plagiarism.

head of the McLean department of psychiatry.

Telephone calls to Dr. Frazier's office were redirected to Mr. Haddad, the official at Massachusetts General.

"He's being reappointed to the staff for all the right reasons," Mr. Haddad said, "and we think he'll provide exemplary service to his patients and continue to work as a respected psychiatrist on our staff."

Books of The Times:
Monday through Saturday,
The New York Times

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TELEVISION

NEWS, PROGRAMMING AND PERSONALITIES

INSIDE TV / BY PETER JOHNSON

CNN owns up to copying story from 'Newsweek'

The plagiarism virus that's infected newspapers of late spread Tuesday to TV, but the network involved — CNN — called it an isolated incident.

At noon EDT, anchor Reid Collins reported that CNN had sent a letter of apology to the editors of *Newsweek* over a case of plagiarism by CNN.

CNN received a phone call Monday from *Newsweek* saying that part of a story on serial killers that appeared on Sunday's *The Week in Review* was almost word for word from a similar story in the Aug. 5 edition of *Newsweek*.

In two recent incidents, a *New York Times* reporter was suspended and a *Washington Post* reporter fired for plagiarism.

In CNN's case, "appropriate action has been taken," said CNN President Tom Johnson, who declined to be specific. But talk around CNN was that the offender was fired.

"This was a single incident," said CNN spokeswoman Beth Comstock, "and we have taken the strong action it deserves."

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Students' attention wavering

Academics avoided for other pleasures

Students fall asleep because they worked late at a restaurant or theater. Many copy their homework from classmates but look astonished when the teacher mentions the word *cheating*.

By MAREGO ATHANS
Education Writer

When Scott Morone started teaching at Atlantic High School four years ago, he made a couple of assumptions. The teacher is supposed to assign homework. The students are supposed to do it.

Wrong.

As a rookie teacher, he was lucky to get back 10 out of 30 assignments from a freshman English class of 30. Discussions on *Lord of the Flies* and *A Separate Peace* deteriorated into blank stares and excuses. He called parents. Some did not know where their children were.

As he got to know his students, Morone found out why the word *homework* inspired no fear. Some students were working late to support families. Others went home to physical and mental abuse, incest, teen pregnancy, drug abuse or gang fights.

"Homework is pretty small potatoes in the scheme of things," he said.

Morone stopped assigning it. Now, everything gets done in class.

Forty interviews with educators, parents and students revealed that homework as we know it is dying in many Palm Beach County classrooms, as more students work longer hours to pay for food, rent or flashy cars with expensive stereo systems.

While some teachers said they have no trouble collecting homework — particularly in classes with a high percentage of college-bound students — others said they rarely see homework. Some students spent four to six hours; and only 16 percent spent 10 hours or more.

Thirty-four percent spent more than 12 hours a week at part-time jobs.

Like many students, Karen Keshishian, a senior at Olympic Heights High School — who gets B's and C's and works about 20 hours a week at her job — said she does homework for one class during her other classes so she does not have to do it at home.

"I have better things to do, honestly," she said. "After school, if someone calls and wants to go out, I'd rather go out. It seems more important .... You can do it in class and turn it in late and still do well in school."

She said her job does not interfere with school work and that she needs to work, partly to support her car. "It's very important, especially in Boca," she said. "Nobody likes sitting at home. You need a car to go to work, to go to the mall. I'm not going to walk."

But she said she regrets not having spent more time on school work, especially because she knows she has ability. "I wish I could turn back time and do my sophomore and junior years again. I wouldn't have partied so much. I would have gotten straight A's. It's something you learn the hard way when it's too late."

But Sherman said students are not at fault. He wants to work in graphic animation or be a lawyer, and subjects like integrated math are irrelevant, he said. "Most of the stuff we learn in class is not going to help you, so you don't want to bother with it."

That view has Ann Tarkinson, an English teacher at Atlantic High School, so fed up that she is retiring this year — five years short of full pension. Many of her students work six to eight hours a day at after-school jobs, and to accommodate their schedules, she has cut the amount of homework in half in the past five years.

But the worsening behavior in the classroom bothers her more. She spent most of her time this year disciplining her senior English class. Cheating — once the exception — "is now wholesale," she said.

"The money isn't worth it. The satisfaction isn't there," Tarkinson said.

Educators deserve part of the blame, said Ron Hochstrasser, chemistry teacher at Olympus Heights. "People are trying to change education in ways that aren't appropriate. The attitude is, if kids don't do it, we won't require it. So much of education is going to [the theory]: 'We have to make kids feel good about themselves and keep them from failing.' Because of that we're pandering to them an awful lot. And they're taking advantage of it. Kids have developed an attitude that what they're doing isn't important. There is no privilege to being in school," Hochstrasser said.

Boca Middle School hopes it has found a partial solution in the recently installed voice-mail system that allows parents to call for their childrens' daily homework assignments. Boca High School plans to follow suit this fall. And a committee of teachers at Olympic Heights is studying ways to encourage kids to do more homework.

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FROM PAGE 1B

centage of college-bound students — many teachers described a disturbing trend: students increasingly view school not as a means to a full life but as a means to a diploma.

This is not a poor-child phenomenon, educators said — rather it is a symptom of busy families, life in a beach town with plenty of low-wage jobs and a generation with a bigger appetite for *Terminator II* than *Macbeth*.

As more teachers resort to assigning less homework to accommodate students' job schedules — and apathy — educators wonder if 15-, 16- and 17-year-olds are the ones setting the agenda.

Teachers said that up to half the students come to class unprepared. One or two often fall asleep, because they worked late at a hamburger restaurant or movie theater. Many copy their homework from classmates, teachers said, but look astonished when the teacher mentions the word *cheating*.

Teachers give students several days to do what once would be an overnight assignment or give points for simply handing something in, even if the answers are wrong. The larger classes this year have not helped; some teachers are assigning fewer essays because they have less time to grade papers.

Some teachers have stopped grading homework altogether, or put less weight on it. Otherwise, too many students would fail. Many teachers use the last 15 minutes of class to get students started on homework, hoping they will be more likely to finish it. Few do.

Jason Sherman, a senior at Boca Raton High School, who has a 2.8 average on a four-point scale and works after school in his family's video business, describes a typical routine. "If I don't get it finished in class, I usually don't do it," he said.

Parents, teachers and principals gave few ideas about how to stop the slippage, other than to stop students from working 40- and 60-hour weeks. The problem, they said, is larger than the schools.

"Things have changed drastically," said Tom DiFiglio, social studies chairman at Spanish River High School. "Unfortunately I think in some cases the parents agree with the students and look at school as something that once you leave the classroom, you're done with. You try to assign homework and you get this, 'Gosh, we have a life. We have jobs.' I don't know how we've reached this point, where students view school as some sort of holding pen."

A 1991 survey at Spanish River, where more than 80 percent of the students enter college, showed that 39 percent of the students spent one to three hours a week on homework; 27 percent

Norman Shearin, principal at Boca High, said students should be prohibited from working more than 20 hours a week.

And everyone agrees that parents need to monitor the schedules of their children more closely.

But Morone knows he cannot depend on that happening, any more than he can expect students to read novels.

So he "spoon feeds" each chapter by highlighting significant passages and going over them in class. "The problem is they've lost the experience of reading and discovering for themselves," he said.

What are conditions like at the school your child attends?

We want to know what affects the quality of education in Palm Beach County.

We are looking for your specific concerns — for instance, lack of supplies, crowded school and discipline problems. We are also looking for your thoughts on possible solutions.

Give us a call at 243-6555.

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Newspaper Articles:

School Honor Codes

Appendix II

Cheating up on campuses with honor codes

By Dennis Kelly
USA TODAY

More than a fourth of students at some of the nation's best colleges admit cheating on a test even though they have an honor code, says a new survey that shows further "erosion" in on-campus honesty.

Rutgers University professor Don McCabe based conclusions on responses from 4,300 students at 31 highly selective colleges, 14 with honor codes and 17 without.

The study, updating one he did in 1990, shows that 30% of students at honor-code schools in 1995 reported ever having cheated on a test, up from 24% in 1990. At schools without honor codes, 45% reported they had cheated on a test, down from 47% in 1990.

The study isn't nationally representative, he says, but gives a "strong snapshot" of trends at these 31 top schools. The study also tried to see:

▶ How many said they'd done "serious" cheating on a test or written assignment. The numbers were 54% in 1995 at honor-code schools, 44% in 1990. At non-code schools, the portion was 71% both years.

Serious cheating did not include cases where a student takes a test earlier than a classmate and tips the friend to questions. If that's included, cheating reaches 62% at schools with honor codes, 83% at those without. "That's fairly serious," McCabe says.

▶ Who cheats the most. As in 1990, business majors report the most cheating, followed by those in engineering.

McCabe calls the results "discouraging." Many don't want to cheat, but "as soon as they see someone else cheating, they join in," he says. "They don't want to be left behind" in the high-stakes competition for graduate schools.

McCabe will present the information to colleges and universities around the country to boost awareness of the issue.

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UNITED STATES

Honor Codes: Newest Pledge on Campuses

Colleges look to codes to curb rise in student cheating

By Elizabeth Levitan Spald
Staff writer of The Christian Science Monitor

ATLANTA

JOHN TRAINOR has spent the past several years taking dozens of tests – and he's witnessed more than a few of his classmates cheat.

"I've seen people talking during tests and using calculators when they shouldn't," says Mr. Trainor, a senior majoring in electrical engineering at the Georgia Institute of Technology. "Even a little bit of cheating is destructive to everyone in the class."

But now students at this Atlanta university may soon think twice before they plagiarize a paragraph, copy a friend's homework assignment, or peek at a peer's exam.

Last week students and faculty here voted to institute an academic honor code that requires all incoming students to sign a pledge not to cheat. The purpose of the code, which was initiated by students, is to cultivate an environment where academic dishonesty is not tolerated.

Honor codes – long a tradition at military academies and some liberal arts colleges – are gaining in popularity from New Hampshire to New Mexico. In the past year, Duke University in Durham, N.C., Harvard Business School in Boston, and Georgetown University, in Washington, D.C., have introduced honor codes, and a satchel-full of other colleges are considering them.

"It's not an avalanche, but you'd have to go back before the Vietnam era before you'd see that many schools moving toward honor codes," says Donald McCabe, associate professor of management at Rutgers University in Newark, N.J.

Driving the increase are surveys reporting that cheating on campus is on the rise and a growing numbers of students who say they can't compete with cheaters.

Incidents of dishonesty on campus seem to be almost as ubiquitous as backpacks. In a 1991 survey of 31 selective liberal arts colleges, for instance, nearly 70 percent of students said they had cheated at least once. Mr. McCabe, who conducted the study, is replicating the research for the 1995-1996 school year. Though still collecting data, he expects to find a slight increase in cheating.

Schools with honor codes have had success in curbing academic dishonesty, however, and more colleges are looking to them as a solution to the problem. McCabe's study – which looked at 14 honor-code universities and 17 without honor codes – found that 57 percent cheated at least once where honor codes were established versus 78 percent at colleges that didn't have the codes. The study looked at all kinds of academic dishonesty – from cheating on tests to plagiarism to collaboration on assignments, an area of cheating that has seen a huge increase in the past 30 years.

HALLOWED HALLS: *University of Virginia students hurry past the school's lawn, designed by Thomas Jefferson. UVA has the nation's oldest and one of the strictest honor codes.*

AT Georgia Tech, faculty members are expected to provide specific guidelines for collaboration on out-of-class assignments and what can be programmed in calculators for use on tests. They're also expected to include a paragraph containing information about the honor code on the syllabus and report instances of dishonesty. Students are encouraged to report honor-code violations.

Honor codes, present in less than 25 percent of the nation's colleges, vary in scope. The University of Virginia, in Charlottesville, has the nation's oldest honor code. There, one incident of cheating, lying, or stealing means a student can be permanently expelled.

At other schools, the honor code is not strictly enforced. Georgia Tech's code falls somewhere in the middle, says Trainor, president of the Undergraduate Student Government Association.

Supporters of the honor code here believe the pledge will curb dishonesty over time. "Our goal is to change the culture, to change people's attitudes that cheating is a victimless crime," says Gail DiSabatino, dean of students.

Though honor codes are helping students realize honesty is the best policy, they're not a panacea, experts say. "The honor code sends a very important message, but even the schools that are adopting them are recognizing that you can't eradicate cheating," says Sally Coles, executive director at the Center for Academic Integrity at Stanford University in Palo Alto, Calif.

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HIGHLIGHTS

CODES OF CONDUCT: Lt. Col. Mike Strickler, a VMI graduate now on the institute's staff, still remembers the morning a classmate was drummed out for cheating, just 10 days before graduation. Thirty years later, the code stands strong as other institutions begin a return to honor systems. E1

ROBIN ABCARIAN: A makeup lesson becomes a lesson in life at Sybil Brand Institute. In addition to advising inmates to stop shaving their eyebrows, makeup maven-to-the-stars and infomercial queen Victoria Jackson tells them that how they look has a lot to do with how they're treated. E1

SOCIAL CLIMES: At Moscow Nights club in Studio City, the vodka flows and the balalaika music plays. In a stately dining room that hints of Old Russia, middle-aged immigrants in sequined dresses and pin-striped suits gather to make free-world merriment. E4

. . . Also, the Buzz. E4

GALLERY

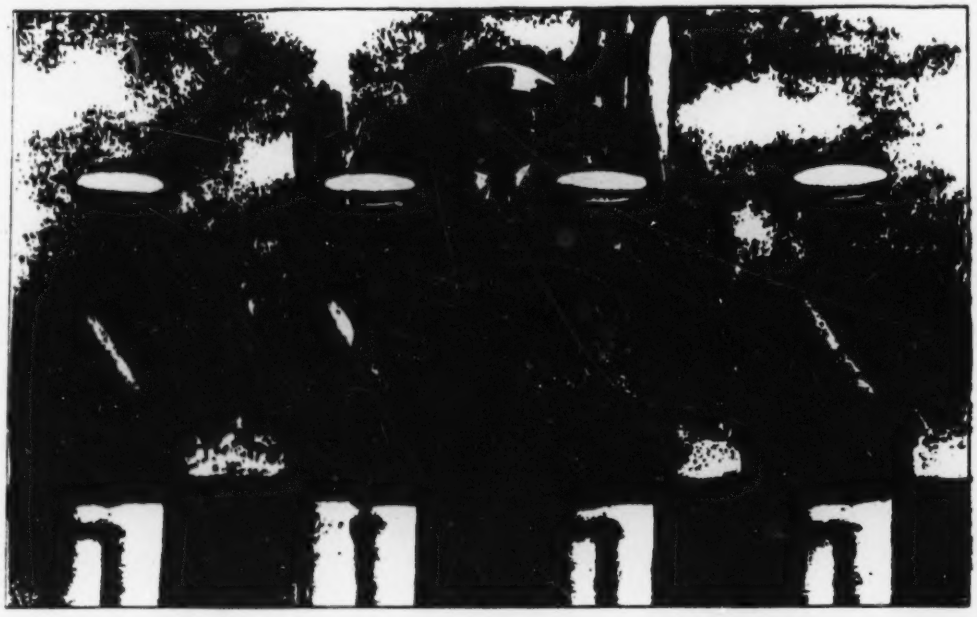
All that glimmers with a neon glow is not necessarily a beer sign. To neon sculptor Michael Flechtner, bending delicate glass tubes into intricate shapes and filling them with electrified gases in a spectrum of colors is a form of fine art. His images of movie monsters and other whimsical creatures come to life when illuminated. A selection of his works currently is on display with David Svenson's in the "Works of Light" exhibition at the Wignall Museum/Gallery in Rancho Cucamonga. E3

LETTERS IN VIEW: Radio counselor Laura Schlessinger may avoid people who behave "stupidly," a reader suggests, but it is these same people who allow themselves to be manipulated by media personalities. Also, thoughts on name-changing and exercise burnout. E3

DEAR ABBY: Those who have lost beloved pets thank Abby for her touching tale about the Rainbow Bridge, where it's said the spirits of humans and animals will be reunited. One reader who had her pet put to sleep writes: "Picturing the Rainbow Bridge brought a smile to my face. I hope it's true." E3

QUOTABLE

"We can't stop all cheating. But we've tried to set an



Cheating. Lying. Stealing. With these kind of scandals dogging college campuses, it would seem integrity has fallen from favor. But in reality, codes of conduct are on the rise—and it's often the students who are pushing them.

A Matter of Honor

Story by **RUDY ABRAMSON**, SPECIAL TO THE TIMES

Illustration by **DAVID EPPEN**, FOR THE TIMES

LEXINGTON, Va.—Without warning, a drum roll explodes in the darkness after midnight, echoing through the still barracks, jolting the cadets of the Virginia Military Institute out of their sleep. It is ominous and relentless, as urgent as it is foreboding.

At every door of the four-story complex, there is a heavy knock, an order to fall out and, above the drumming, a shouted, repeated announcement: "Your Honor Court has met . . . Your Honor Court has met." In every room, the lights snap on.

Within minutes, dressed in robes and pajamas, chins tucked, chests out, all 1,200 young men of the VMI Corps of Cadets stand at attention in ranks around a dim inner courtyard, assembled for the excruciatingly painful ritual of a "drumming out." One of their own has cheated. He has been banished for breaking their sacred Code of Honor.

Resplendent in dress uniforms, members of the Honor Court march through an arch into the yard. The court president announces the name of a cadet found guilty of violating the code and intones, "He has placed personal gain above personal honor. He has left the institute, never to return. His name is never to be mentioned again."

It is a moment none of them will forget. After 30 years, Lt. Col. Mike Strickler, a VMI graduate now on the institute's staff, vividly remembers the spring morning when a classmate was drummed out for cheating, just 10 days before he was to graduate. During one year while Strickler was a cadet, six members of the regiment were drummed out. In another year, there were only two. He remembers them all.

He also remembers the 12-word code that every VMI "rat" memorizes the day he arrives. "A cadet will neither lie, cheat, steal nor tolerate those who do."

That code, said Danny Felton, one of about 225 fourth classmen due to graduate from the 156-year-old institute this spring, "is the cadet's most cherished possession."

Variations on this rule of conduct are embraced by 100 or so institutions of higher learning in addition to the Army, Navy and Air Force academies and venerable military schools such as VMI and the Citadel. They range from small private schools such as Washington and Lee and Bryn Mawr to Princeton and Rice, and to the University of Maryland with 38,000 students.

At some, they are enshrined and forgotten in student handbooks; at others, they have become the cornerstone of academic integrity.

More often than not, honor systems have been installed at the urging of students, in many cases because of concern over cheating.

Although schools with visible honor systems remain a small minority, there is, says Samuel Sadler, vice president for student affairs at the College of William & Mary, "a decided movement" toward making codes a feature on more campuses.

Typically, the codes explicitly forbid lying, cheating and stealing, and require students to take some action when they have knowledge of violations by their peers. Punishment is usually meted out by student tribunals. In return, the school administration allows unproctored examinations, with students sometimes taking the tests at a time and place of their choosing.

Nearly every week, Washington and Lee, whose campus adjoins that of VMI, receives inquiries or visits from other schools interested in its widely regarded system.

Students at Colgate University in Hamilton, N.Y., are expected to vote soon on adoption of a code. An honor system is under serious consideration at Georgetown University in Washington.

Other schools, such as Duke and Johns Hopkins, have taken steps to strengthen their codes, and others, including Stanford, are contemplating ways to enhance honor systems.

Last month, University of Virginia students turned out in extraordinary numbers for an honor code referendum, voting by a margin of 3 to 1 to retain a system that, for 152 years, has required permanent expulsion for an honor code conviction. Critics have been stiffened elsewhere, too.

So why should this 19th-Century creation—expanded, codified and preserved by military academies and old schools for men of the Southern gentry—now flourish? Especially now, in a generation that hates rules? Even in single-universities where neither race, gender, history, culture, aspiration nor personal acquaintance provides unity?

Please see CODE, E2

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ROBIN ABCARIAN

Serves as the Foundation for a Better Life?

CODE

Continued from B1

The answer is evidently a shortground concern over academic integrity—a subject brought dramatically to mind by the cheating scandal that has dogged the U.S. Naval Academy for more than a year.

Cheating, studies show, is pervasive. It involves students sitting close for A's and admission to prestigious graduate schools as well as those flirting with academic failure.

A landmark survey of 6,000 students in 31 of the country's prestigious colleges and universities two years ago found that nearly 70% had cheated—if all manner of minor infractions were taken into account. The figures approached 80% for non-honor code schools and 60% for those with codes.

In non-honor code schools, 20% of students acknowledged cheating three times or more. Only 5% in honor code schools admitted repeated infractions. "I think that difference is quite significant," said Rutgers professor Donald McCabe, who conducted the study.

A generation ago, with campuses seething over Vietnam, honor codes almost deserved to become a relic. Some schools dropped their codes outright, concluding that they were unworkable. Others eased their requirements.

"During Vietnam, there was a clear assault on anything traditional," William & Mary's Sadler said, and the honor system was just one of the traditions that came under attack. There was a tremendous passing of honor systems. One by one colleges and universities just peeled off."

There were changes even at such honor code bastions as William & Mary and the University of Virginia. Both schools dropped their non-toleration clause, which had required a student to report any person he saw cheating or face punishment himself.

With expelled students exposed to the military draft, Virginia went four years without an honor violation being charged. Students were unwilling to level charges because expulsion was mandatory upon conviction. In 1970, the non-toleration requirement was finally dropped from the code. For practical purposes, it had long since grown unenforceable.

The move back to honor codes is symptomatic of a larger change on college campuses, said Gary Pavela, president of the National Center for Academic Integrity, a consortium of 60 colleges and universities collaborating on issues involving honor codes, student ethics and academic integrity.

"All across the country, college administrators are beginning to take back authority that they gave up to students in the '60s and '70s," he said. "But the area of academic integrity is the only one where authority is still moving toward the students. In part it is because faculty members are abrogating. They teach, do their research and get off campus. But there is a yearning among students and in society for more discussion of ethical issues and honor codes provide a forum."

The recent student vote left Virginia among a handful of schools—most small military academies like VMI—with expulsion as the required penalty for lying, cheating or stealing. The uncompromising attitude is unmatched even at West Point, Annapolis and Colorado Springs, the preeminent schools for Army, Navy and Air Force officers. But—ironically, perhaps—the revered national military academies have produced the country's most notorious cheating scandals.

In 1976, 152 cadets were kicked out of the U.S. Military Academy for cheating on an exam. After a long investigation, 98 were reinstated the following year. In 1984, 19 Air Force Academy seniors were suspended for cheating on a physics exam, and cadet honor boards' handling of academic cheating was temporarily halted.

The most harrowing cheating affair in the history of the military service schools is still being played out on the stately campus of the U.S. Naval Academy at Annapolis. There, a panel of senior officers appointed by the Secretary of the Navy is handing the last cases of as many as 133 midshipmen involved in cheating on an electrical engineering examination in December, 1992.

What made the episode extraordinary was the ensuing cover-up and mishandling.

In the weeks after the incident, Navy investigators ascertained that 28 midshipmen might have had prior knowledge of the exam's contents. Honor boards eventually found that there had been 11 cases of code violation, but four of them were dismissed by Capt. John B. Padgett III, the commandant of midshipmen, and a fifth was dropped by Rear Adm. Thomas C. Lynch, the superintendent of the academy. The remaining six were ordered expelled.

The five whose cases were dismissed were academy football players.

When the superintendent, himself the captain of the football team in 1963, went before the 4,000-member brigade to announce the results of the investigation and reviews, he faced a remarkable response.

One midshipman called point-blank about one of the exonerated football players, a friend of Lynch's son, visiting the superintendent's quarters on the evening before his case was reviewed. Lynch replied that he had not engaged in any substantive conversation with the young man, but his response was greeted by muffled jeers and chants of the football player's name.

Last May, nearly five months after the now-famous exam, another midshipman came forward with new allegations, and the Navy's inspector general launched another probe.

During more than 800 interviews, investigators encountered determined reluctance to cooperate by many midshipmen. They reported that some midshipmen lied to protect friends even after confessing their own guilt. 14, including 11 athletes, invoked the Fifth Amendment, eight swore to lies, and five refused to be interviewed "even in the face of the Superintendent's grant of immunity and orders compelling their cooperation."

When the investigation was all over in January, Vice Adm. D.M. Bennett, the naval inspector general, reported that as many as 133 students had been involved and that 81 had finally an acknowledged.

As did a separate report from the academy's Board of Visitors, the inspector general's findings called for fundamental changes. There had been no actual conflict of interest on the part of academy officials, the report concluded, but "there was a definite perception of a conflict or a lack of impartiality among the midshipmen."

"The message the investigators received from the midshipmen," the report said, "was that they viewed the honor concept as an ideal that simply could not be applied to many of the problems that arise in the daily life of a midshipman at the Academy."

Many who study academic integrity cause do not find it surprising that the most notorious cheating scandals have come at the service academies, where personal honor is the keystone of education.

"Military schools," said McCabe of Rutgers, "create a culture in which students strongly bond with each other, joining together and trying to help each other through the system.

"If you have a right set of explicit rules and regulations, you can reduce cheating, but if students see an opportunity to beat the system, they will. Honor programs do best where they create an atmosphere of trust, where everyone is involved, and the honor system becomes a part of the fabric of an institution."

Because military institutions are special cases, McCabe has excluded them from his surveys on cheating. The University of Maryland also excluded them when it studied other schools' honor codes in designing a system for its campus.

The distinguishing feature of the Maryland system—aside from not being tried in a huge public institution—is its insistence for students convicted of cheating to recover.

In such a case, a student is given a grade of F-X. After a year, in which the person takes an ethics seminar, he is given the opportunity to take the course again. Otherwise the X, indicating cheating, remains a part of his permanent transcript.

At the Naval Academy, an effort is under way to restore the credibility and enhance an honor system that Midshipman Brigade Cmdr. Sean Foley said will remain "student owned and student operated."

Almost ready to be put in place is a "moral reeducation" program for midshipmen found guilty of honor violations deemed insufficiently serious to warrant separation from the Navy. It will involve psychological counseling, performance of service, formal instruction in ethics and work with a senior officer, who will act as the student's mentor during the remediation period.

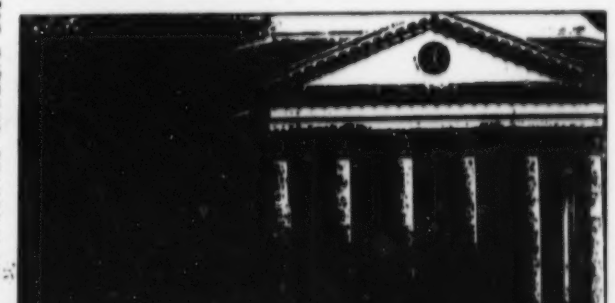
Even as hearings continue for midshipmen implicated in the scandal, superintendent Lynch has begun meeting with classes and with individual midshipmen in an effort to establish the honor system more deeply in the academy's consciousness.

"They are very much ashamed of what has happened," he said. "They feel they have all been tarnished by the brush. I can talk with four or five midshipmen and get four or five reasons why it happened. But we are going to keep the honor concept at the Naval Academy, and it is going to be stronger in the future than it has ever been in the past."

Changes will not go so far as to adopt the single question that colleges or VMI several other small military and private schools, and, after 150 years at the University of Virginia.

"There are some situations where we will say, 'You are out the door,'" Lynch said recently.

We will do that for drugs, for sexual misconduct and for serious honor violations. But the Academy is a learning, developing, maturing experience. You can have a moderate problem or you can have an academic problem. But having violations are in all gradations. They are never black and white."



University of Virginia students gather to listen to speeches about proposed changes to honor code

Extent of Cheating Isn't Easily Measured

By JEFF PRICE
SPECIAL TO THE TIMES

When a company drummed up business at Pepperdine University a few years ago by writing, selling and distributing term papers, the school's administrators cried foul.

They drummed some students out of school—for turning in papers they didn't write—and protested that the company had carried the concept of American free enterprise too far.

"We can't stop all cheating," said John Wilson, dean of Newer College, Pepperdine's undergraduate liberal arts school. "But we've tried to set an anti-cheating tone on our campus. I tell our students, 'Cheating is the academic equivalent of murder.' Our students understand that. If someone cheats, it cheapens—and casts into doubt—everybody's degree."

Cheating isn't an epidemic on their campuses, officials at Pepperdine and several other Los Angeles-area universities and colleges contend. But they concede that the extent of cheating isn't easily measured because most cases are dealt with quietly and never make headlines like those generated by the U.S. Naval Academy.

To wage war on plagiarism, exam cribbing and other forms of cheating, educators enforce written codes of conduct that are less rigid than those at the military academies and some mid-line Southern schools.

"The informal honesty is that cheating is a problem on most campuses, but not a major one," said UCLA criminal-justice lawyer Joel Gallob, who adds that his school constantly fine-tunes a code of conduct that he said is "very explicit on just about every kind of activity."

At Caltech in Pasadena, an honor code states simply: "No member of the Caltech community shall take unfair advantage of any other member of the community."

Inherent in that code is what Gary Larden, the school's vice president for student affairs, calls an understanding that "Caltech trusts the students and our students trust each other, knowing that cheating isn't fair to the person down the hall, to your roommate, to yourself. We even give them keys to some of our laboratories and classrooms."

And besides, Larden said, Caltech's rigorous science and engineering curriculum—with its laws, rules and formulas—feeds what he calls "a meritocracy based on knowledge."

"When you take a subject like mathematics," he said, "it's impossible to fake it."

Whenever widespread cheating occurs, some blame societal pressures, while others say moral imperatives have slackened.

"I've seen peaks and valleys—the pendulum swinging back and forth—since I returned here as a teacher in 1975," said Kris Newhall, Cleveland College's dean of students and a onetime student there.

"It seems to reflect the times we live in," he added. "When jobs get tight and the economy turns sluggish, the students' anxiety picks up."

At Loyola Marymount University, Joseph G. Jabbra, the school's academic vice president, said: "I get upset when I hear people say, 'Greed is the business of America.' Why can't they help us build an ethical fiber in our society?"

At Pepperdine, Wilson said many students turns excessively on "getting into med school or law school, on their [grade-point average], than on learning."

At Cal State L.A., where many students are older (average age: 28), the emphasis is "more on getting an education than on grades," said Tim Dong, the associate vice president for student affairs.

"I'm on the other hand, some students say a different kind of pressure—'big-time' peer pressure, one calls it—helps combat cheating.

Kirbe Arronoaux, 21, a graduate student in clinical psychology, said she heard only two cheating cases during the year she sat on Pepperdine's undergraduate disciplinary board. "People are less apt to cheat here because they know their peers will turn them in," she said.

Cattie Nguyen, 21, a Pepperdine senior majoring in international studies, added: "If I find out someone is cheating, I'm not going to tell the teacher or professor about it—I'll tell the student. Around here, if somebody cheats, everybody else would be terribly upset with them."

Ultimately, what makes Occidental's honor system work, Newhall said, is much the same kind of trust that Caltech's Larden said endures at his school.

"We're betting on the students, rather than against them," Newhall said. "We assume they'll behave in an honorable manner, and we're surprised when they don't. We feel they're here to learn the subject matter, not try to beat the system."

Virginia's Schools Take Their Honor Seriously

Honor codes have always been serious matters in tradition-laden old Virginia schools such as VMI—an institution that produced Gen. George C. Marshall, whose faculty once included legendary Confederate Gen. Thomas Jonathan (Stonewall) Jackson, and whose town rodeo charged Yankee harpooners at the Civil War battle of New Market.

At Washington and Lee University, students are guided by an honor system installed by Robert E. Lee 129 years ago. They are introduced to the code in the chapel where Lee worshiped and where he remains lie.

At the College of William & Mary, where young men of the Colonial planter aristocracy first adopted a code forbidding cheating at cards and disrespect of women, freshmen meet at the Sir Christopher Wren building, America's oldest academic hall, to accept the pledge.

At the University of Virginia, new students gather on the lawn before Thomas Jefferson's Rotunda each autumn. In a candlelight ceremony, each signs a quill pen to sign a parchment pledging to abide by the school's code.

UV's student-designed and student-administered code, probably the best known in the country, has been a subject of debate off and on for generations.

Created in the wake of a student's fatal shooting of a faculty member in 1842, the code has been modified by student votes over the years and has weathered several crises. It was ridiculed—and changed—when a student was expelled for taking a soft drink from a vending machine without payment. It has withstood a challenge in federal court and survived a divisive fight during an attempt to impeach the honor committee's president, its only black member.

There have been at least 10 unsuccessful efforts to abolish the tough requirement to report any student convicted of a code violation. The last, ending with a referendum last month, was troublesome because the debate came to be drawn along racial lines.

In the background was a shooting conviction of an African American student by a student jury that included only one black member. The open trial came after the accused was to have graduated. The conviction nevertheless blocked her degree and prevented her from going to Duke University Law School.

With the backing of African American organizations on campus, students were offered a proposal to allow honor court juries to impose temporary suspension instead of expulsion. It was a very unusual appeal, to provide some solution for offenses not serious enough to warrant expulsion.

"There is a lot of cheating in this university," said University Women, one of the architects of the proposal. "And students know that. I give an . . . But they don't like charges because they don't want to see people expelled."

—RUDY ABRAMSON

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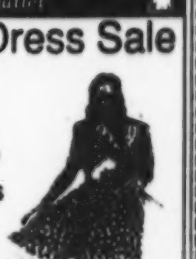

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NEW JERSEY

A Code Of Honor Troubles Princeton

By The New York Times

PRINCETON, N.J. — Every year, Princeton University's freshmen are convened before setting foot in a classroom to be told a story that goes something like this:

Years after graduation, several alumni are sitting around reminiscing about the worst things they did in college. Most of the tales are about pranks, like stealing the moose head from an eating club. But one graduate confesses that he once cheated on an exam. The room falls suddenly silent and the next day the former student is anonymously reported to the university's Honor Committee.

The strength of Princeton's Honor Code is central to the university's image, but 103 years after its creation, the code is an embattled tradition because of its double mandate: that students not cheat on exams, and that they report anyone suspected of doing so.

Davin Cushman, chairman of the student-run Honor Committee, which oversees enforcement of the code, said it was considered so important that some 330 students from a freshman class of approximately 1,200 were pulled aside at fall registration because they had not fulfilled a key entrance requirement: to write an essay saying they understood the code's requirements.

"They would have elegant essays about not cheating, but would not mention their second responsibility," said Mr. Cushman, a Princeton senior from Tyler, Tex.

It is this second responsibility, reporting others suspected of cheating, that many students find troubling.

"I'll keep my head down during exams so that I don't see anything," Amanda Palumbo, a freshman from Peabody, Mass., said. "I don't want to tell on a friend."

Some students reject the basic premise behind the code: that professors trust students enough not to monitor them as they take exams. Ilya Shapiro, a freshman from Toronto, wrote an editorial in the campus newspaper saying that if the faculty really trusted the students they would allow them to take exams

Some students even say that their commitment to honesty is deeper than the administration's. Last year when a student was found guilty of buying the final thesis that is required of every Princeton senior, there was an uproar among students who thought the administration was too lenient in giving the student only a three-year suspension.

"The idea of a student being allowed to graduate with a Princeton degree after having attempted to defraud the university of the single largest academic requirement of a Princeton education is just atrocious," said James Gillespie, a junior from Wilmington, N.C.

Mr. Gillespie has proposed an amendment to the Honor Code, which has been approved by the undergraduate student government, calling for the expulsion of any student who buys a substantial part of a thesis. But the amendment must be approved by the faculty before it can be implemented.

Mr. Gillespie and other students say that the problem with the Honor Code is that the Honor Committee, which consists of three class presidents, three former class presidents and three representatives from the student body at large, focuses only on investigating charges of cheating on exams. All other offenses, including plagiarism, are under the jurisdiction of the Discipline Committee, which includes faculty, students and an administrator.

But Mr. Cushman argues that dividing the responsibilities provides flexibility. If the Honor Committee finds someone has cheated on an exam, suspension is obligatory. If plagiarism on a class paper turns out to be an honest mistake, the Discipline Committee can hand down a lesser penalty.

Amid all the debate is this reality: Only about 30 cases of suspected cheating are reported to the Honor Committee each year. Of these, only about five to seven cases go to a hearing and only two to four students are found guilty and penalized, according to Mr. Cushman, the committee's chairman.

John Fleming, an English professor who has served on the Discipline Committee, believes that the Honor Code is becoming outdated because it is based on a kind of teaching that is increasingly rare. The kind of class in which the professor lectures, the students take notes and an exam is given at the end of the term is being phased out in favor of independent research and longer take-home projects. These days a student is as likely to post a multimedia presentation on the Internet or to present a paper on lab findings as to take an in-class exam.

"The Honor Code has been overtaken by history," Mr. Fleming said.

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'Gouging' the Honor System

U.S. Navy: How the Academy let cheaters go free

AT THE U.S. NAVAL ACADEMY, MIDSHIPman Brian Pirko was known as an answer man. Midshipmen in danger of flunking went to Pirko before exams for help. He was an ace student, in the top 5 percent of his class, and he shared "gouge." In Academy slang, "gouge" is anything that will help pass a test. It can be a copy of an old exam, or study aids handed out by a "hooked" professor. Really good gouge is known as football gouge, after its most avid consumers, the members of the football team. The ultimate gouge—a copy of the exam itself—is called bum gouge. Using it is called cheating.

Last week, while Pirko's classmates were flinging their caps into the air at the Academy's graduation ceremonies, Pirko was sitting in his girlfriend's apartment, thumbing through the want ads. Along with 23 of his classmates, Pirko had been kicked out in the worst cheating scandal in navy history: 88 found guilty, out of what Pirko estimated as possibly 160 who had received an advance copy of some portion of the final exam for Electrical Engineering 311, popularly called "Double E." So far, much of the controversy has focused on special privileges for navy football players, six of whom were booted out. But the case of Brian Pirko reveals that the real scandal is the way the U.S. Naval Academy trains its charges.

Pirko was "a great midshipman" who showed "a lot of potential to become an impact player in the fleet," according to a formal evaluation by his company officer. An A student and captain of the football team in high school, he had longed to be a naval aviator (his grandfather, great-grandfather and great-great-grandfather had all gone to rival West Point). At the Naval Academy, he excelled academically. Idealistic, ingenuous and overeager, he was a sponge for the basic values—both good and bad—of the institution.

The Naval Academy is supposed to produce leaders who live by a code of honor—they do not "lie, cheat, or steal." Midshipmen are intentionally overwhelmed with classwork and drill, some of it demeaning and trivial. (As a plebe, Pirko and his dorm mates would be ordered to trash their room so they would have a mess to clean up.) The idea is to strengthen character in adversity. The effect, however, is to make many midshipmen deeply cynical. The midshipmen use teamwork to survive, but their common enemy becomes the institution and all its rules and requirements. "Don't bilge your classmate" is the informal code of the dormitory. Bancroft Hall, where all 4,800 "mids" sleep, eat and study. Formal instruction in leadership is often rote and shallow—multiple-choice questions on tests given for a much-maligned course called Law and Leadership ("an oxymoron," according to one professor).

Their slogan was, 'Never bilge your classmates'

ROBERT MAASS FOR NEWSWEEK; CHRIS USHER (INSET)

Deeply cynical: *Midshipmen graduating last week, classmate Pirko*

Pirko prided himself on teamwork. "If gouge is out, everyone's entitled to it," he told the disciplinary board that reviewed his case. On the night before the Double E exam in December 1992, gouge was out all over the dormitory, as mids passed around a leaked copy of the exam. Pirko, who was pulling an A in the course, shared in the good fortune, helping others to figure out the right answers.

After the exam, a group of midshipmen who had obtained their gouge from Pirko's room secretly met. They decided that, although they had committed an honor violation, they would avail themselves of a loophole under the honor code. It permits midshipmen suspected of honor violations to "counsel" each other—and not press charges. Pirko, who later learned of the meeting, knew that the "counseling option" was "bull," but he didn't want to bilge his classmates. Like most of the other mids, he remained silent.

An initial investigation amounted to little more than a cover-up by Academy authorities. Although six midshipmen who confessed were kicked out, the superintendent, Rear Adm. Thomas Lynch (navy's football cocaptain in 1963), dismissed the "compromise" of the exam as an isolated incident. One midshipman who broke the code of silence was assaulted by his classmates. A campus priest later reported that other midshipmen were being advised by their parents to lie.

Under pressure from a lawsuit threatened by four of the expelled midshipmen, who believed they had been unfairly singled out, and from Congress, the Pentagon finally ordered a more thorough investigation. Another student who cheated counseled Pirko: "Lie till you die." But Pirko recognized that the cheating was wrong and admitted his role. He was thrown out.

Some who continued to lie escaped punishment. Last January a navy inspector general's report concluded that, after the Double E scandal, most midshipmen consider the honor system to be a joke, since it protected the liars and punished those who came forward.

Pirko's education cost taxpayers $200,000. He's been rejected by the University of Maryland and considered enrolling in lifeguard school. Has he become a cynic? "Absolutely," he says, unconvincingly. In the transcripts of his disciplinary hearings, he comes across more like the officer and gentleman he longed to be, albeit a lot more credulous than a navy "lifer." After he confessed, he told the president of the Honor Review Board, "Whatever happens, you know, I feel better from this moment on, just knowing that I've come here and cleared my conscience. I guess that's all I have to say, sir."

LINCOLN CAPLAN

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A COURSE IN CHARACTER

Codes test student's honor along with knowledge

By Nicole Carroll
USA TODAY

Two hundred students file into the lecture hall at the University of Virginia and find seats. The professor passes out the exam, then leaves.

No assistant stays to watch. Students aren't asked to spread out or clear their desks. There are no cameras — just trust.

"That happens all the time," says graduate student Rupert Hansen. "Professors also give us take-home tests. We time ourselves."

The students aren't saints. But they are bound by an honor code. They will not lie, cheat or steal. If they are found guilty of doing any of the three, they are expelled. No exceptions.

The code is harsh, but it's worked for 151 years. And each time it's been challenged, students have voted to keep it.

"Entering the university is like entering a game and the rules are very strict," says Hansen, chairman of the student-run honor committee. "If you don't play by the rules, you're not a bad person, we just don't want you to play anymore."

At Haverford College near Philadelphia, students schedule their own final exams. During a two-week period, they pick up the test, find out time limits, then dig in.

As colleges struggle with runaway cheating, interest in honor codes is increasing, says Donald McCabe, graduate school of management at Rutgers University, Newark, N.J.

More than 100 colleges, mainly in the Northeast and Southeast, have codes now. More are looking into them because they work," he says.

In the study of 6,896 students at 31 small to medium-sized colleges, 78% of those at honor code schools said they cheated, compared with 37% at code schools. McCabe's rules work best at small schools, but larger schools are experimenting.

The University of Maryland College Park, with 25,000 students, launched an honor system in 1990. Like those at many schools, Maryland's code is student-run. But unlike most, punishment isn't suspension. If you're convicted of cheating on a course, you get an F and it's noted on your transcript. The cheating mark is removed after a year if you attend a semester an ethics.

Next semester, teachers of lower-level courses will have the option of leaving the room during tests.

"It's incremental," says Carol Peretta, director of judicial programs. "It may take up to 100 years to get it fully accepted. But we have to start somewhere."

Most codes are a blend of rules. Virginia students can be expelled for writing bad checks. Haverford students can be punished for underage drinking. Midshipmen at the Naval Academy are penalized for having a fake I.D.

"Because of our code, we are better off academically, we have a better reputation and student life," Hansen says. "People leave backpacks around. For the most part, you trust your fellow students until they prove otherwise. It's a big test of faith.

Most cheating starts long before college

Rodney Walker says he didn't think he was cheating when he paid $50 for an engineering exam last fall.

He says he was midterms for friends and thought he was buying good "grades." Naval Academy logs for much exams. He says it wasn't until he took the final that he realized he had passed around the real thing.

"I didn't have any reason to cheat," insists Walker, 22. "I knew the matter really well. I was helping my friends."

Word of the stolen test spread and 20 midshipmen were brought before the honor board. Six, including Walker, who admitted his role, have been recommended for dismissal. Their fate now rests with the Navy secretary.

"This is not something we take lightly or privately," says Academy spokesman Cmdr. Michael John. "It's with some sadness that the process works."

While not as publicized as the Academy scandal, cheating takes place on every campus, every year. Some get caught. Some are disciplined. Others get off.

In colleges with more than 1,500 students, between 49% and 69% of students have cheated, says Stephen Davis, a psychology professor at Emporia State University in Kansas, who researches cheating.

His most recent survey, of 2,220 students from larger schools looked at how often and why they cheat. Some results:

▶ The most popular reason for cheating, mentioned by 30% of students, was "to enhance my score." 14% said it was because "my job cuts down on study time." Another 14% said it was because "I usually don't study."

▶ Most cheaters start in high school. 98% of students who said they cheated more than once in high school do the same in college.

▶ Of students who only cheated once in high school, about 25% cheated again in college. Of students who never cheated in high school, just over 1% cheated in college.

The numbers are high, but cheating is no worse than 30 years ago, experts say.

The difference this year is that more students are turning each other in, says Sally Cole, judicial affairs officer at Stanford University.

Honor codes help, she says, but there will always be some students who cheat. "It's a part of growing up and learning sometimes by trial and error that academic integrity is extremely important to educational institutions. It's not always the case that students have been taught that."

And even those that have often don't take it seriously. Nearly persons of students in Davis' cheating surveys said they knew it was wrong.

Last year, a junior at Rutgers University wrote "Cheating 101: The Benefits and Fundamentals of Earning the Easy A." On every campus, students boast of new ways. Recording notes, then listening to them through earphones during a test. Hiding cue cards and handing one to a friend, or writing crib notes on legs, arms, the brim of baseball hats.

"For the repeat offender, cheating is a little crap. It's rewarding up to your eyeball touching him on the nose," says Steve Kroon, a senior journalism major at Arizona State University. "Then think it's the light at the end of the tunnel but it's really a train."

A BAD DEAL: Rodney Walker faces dismissal for buying what turned out to be an actual exam for his Naval Academy friends.

By Daniel W. Tinsley

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